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ABSTRACT

This study was conducted to investigate the perceptions of secondary school teachers of their principals’ supervisory behaviors and of their schools’ climate. Furthermore, the study examined the relationship between supervisory behaviors and school climate in Kuwaiti secondary schools.

Data was collected using two surveys. Bulach, Boothe, and Michael’s (1999) survey was used to assess supervisory behaviors of principals as perceived by teacher. The School Climate Survey, which was developed by Gruenert (2008), was used to assess school climate. The participants of the study consisted of 575 male and female secondary school teachers from six school districts. The participants were selected randomly.

The study results revealed that there were significant differences in perceived supervisory behaviors based on gender and district. Female teachers’ perceived their female principals’ ability in supervisory behaviors to be higher than male teachers viewed their principals. Also, there were significant differences in school climate based on gender and district. Male teachers’ perceptions were more positive toward school climate than female teachers’ perceptions. Significant correlation was found between supervisory behaviors and school climate. Implications for findings and recommendations for future research are discussed.
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DEDICATION

I dedicate this work to my parents, my brothers, and sister, especially my older brother, Dr. Rashed, has been a role model for me. At last, I dedicate this work to my wife and children.
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CHAPTER 1

Introduction

Most all countries around the globe, whether considered developing or developed, demonstrate their priority to the education of their children by allocating, oftentimes, substantial amounts of their federal and/or state budgets to the improvement of their educational systems. Indeed, an international comparison of public expenditure on education among 24 nations produced by the Organization for Economic Cooperation and Development or OECD indicates that the percentage of allocation of monies can reach as high as 27% of national budgets. (Ministry of Education, 2007). Further highlighting the value of education, some countries include the right to an education in their constitutions, while others enact laws to ensure their population’s right to an education. Mandates can state that education be compulsory, which may also be free.

A government’s expenditure on its country’s education system is based on the belief that an educated populace raises the quality of life of its citizens by raising income per capita through expanded opportunities for participation in their country’s economic growth. Indeed, a Nigerian researcher, Adegbesan (2010) explains, “education has been described as the bedrock of every society and tool for nation building” (p. 380). Concurring with this viewpoint, Michaelowa (2000) asserts,
Education affects the life of individuals, their participation in economic activities, and overall economic development in various ways. Since a person without basic literacy and numeracy skills is in a difficult situation to master everyday life, the lack of basic education has always been accepted as one of the major components of any multidimensional concept of poverty. Moreover, education is strongly linked to the notion of empowerment. (p. 1)

Education is critical not only for quality of life and individual empowerment, but also in nation building. Thus, the enhancement of the quality of individual schools is a prime target for every educational system. And while it is the ministries or national heads of education who define most all aspects of a country’s educational system on the macro level, research shows that on the micro level, the quality of an individual school depends on numerous other factors. It is the school that must strive to graduate educated students who will be able to successfully contribute to their own lives, their communities, and ultimately, to their nation’s growth and success in a global economy. In the end, it is a country’s aim to create quality schools for its children. It is the principal who is one of the fundamental contributors to the quality of a school (Chapman & Adams 2002).

To emphasize the importance of the role of the principal, Schiff (2001) stated simply, “at the heart of every good school is a good principal” (p. 7). The principal, as leader, is associated with all of the elements within a school. An effective principal plays a major role in improving the quality of a given school. Principals are responsible for improving teacher skills, developing curricula, and offering quality learning to students (Wiles & Bondi, 2000). In sum, the principal “is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood, Seashore Louis, Anderson, & Wahlstrom 2004, p. 5).
Of course, it is essential to realize that while leaders’ behaviors can have a positive impact on student achievement, they can also have deleterious effects on academic gains. This was shown in a review of 70 studies, which investigated the impact of leadership on student achievement (MacNeil, Prater, & Busch, 2009; Waters, Marzano, & McNulty, 2003).

But it is the effective principal who strives to engender high quality instruction by developing instructor performance. Much research has shown a positive correlation between a focus on learning as stressed by the principal and increases in student achievement (Anderson 2008; Guthrie & Reed, 1991; MacNeil et al., 2009). No school principal can neglect emphasizing the topic of instructional leadership and the importance of learning. Given this premise, Ayash (2008) established six key points which can be summarized as follows:

1. Education is no longer a random process, but an organized process which has theories and principles.

2. All teachers, regardless of their quality and teaching experience, need supervision to obtain skills, knowledge, and appropriate behavior that help them further develop their performance.

3. Some teachers do not have a foundation or a degree in the field of education. Therefore, these inadequate teachers need a guide and supervisor to compensate for any pedagogical deficiencies.

4. There is currently a gap between theory and practice in education. In other words, what teachers learn in college is often different from what they face in the classroom.

5. Current teachers need to be aware of ways to increase their knowledge in the field of teaching methods as well as their specific knowledge of their subject matter.
6. Based on what has been pointed out above, people always need the help and cooperation of others (pp. 39-40).

While principals are vital to school quality, another element that influences the quality of a school is what researchers call school climate. Educational personnel are interested in defining and analyzing the different elements that comprise school climate because considerable research has underscored the positive relationship between healthy school climates, teacher performance, and student achievement (Adeyemi 2008; MacNeil et al., 2009).

To begin, Freiberg and Stein (1999) were passionate about defining school climate when they suggested “school climate is the heart and soul of a school. It is about that essence of a school that leads a child, a teacher, an administrator, a staff member to love the school and look forward to being there each school day” (p. 11). Ninan (2006) offered that school climate represented “place, people, and processes” (p. 2). Cohen (2007) further described school climate as “the quality and character of school life” – a definition that encompasses all aspects of a school’s life (p. 18). He suggests four dimensions that impact school climate: safety; teaching and learning; relationships; and environment.

Cohen’s (2007) concept of the dimension of safety in school climate includes physical as well as social and emotional aspects. In their research, Gallay and Pong (2004) underscore the importance of the relationship between safety and school climate when they found that a positive school climate contributes to protecting students from risky behaviors and other negative school-related issues such as social irresponsibility and lack of feelings of empowerment.

Other studies reflect Cohen’s second dimension of teaching and learning that make up school climate. These looked specifically at the significance of a principal’s behavior and its major impact on school climate. For example, when Whitaker’s (1992) study compared the
impact of effective and ineffective principals on school climate, significant differences between
the two groups on seven dimensions of effectiveness were found: “administration, student
academic orientation, student behavioral values, guidance, student-peer relations, parent and
community school relations, and instructional management” (p. 142). The means that all
dimensions of school climate were higher in schools managed by effective principals than those
managed by principals rated as ineffective.

Relationships and school climate are intimately related as well. Principals must build
positive rapport with their teachers. This is not always an easy task. Obviously, teachers and
principals can have conflicting views on any number of issues ranging from values, goals,
interpersonal relationships, pedagogy, students, and discipline to list a few (Leonard, Bourke, &
Schofield, 2000; MacNeil et al., 2009). However, it is the principal’s role to influence teachers’
attitudes and performance in ways that contribute to the quality of their school. Principals need
to “get the relationships right between themselves, their teachers, students and parents” (MacNeil
et al., 2009, p. 78).

Quigney’s (2000) research found that teachers preferred leaders who were supportive,
fair, and friendly with them. When relationships in schools were experienced as helpful, all
members felt valued and a sense of community prevails. When members felt a positive learning
environment existed in their school, teacher morale and student achievement improved (MacNeil
et al., 2009).

Lastly, it is worth mentioning that a study by Gunbayi (2007) found there was a
correlation between open climate and team commitment, organizational clarity and standards,
and intimacy and support. In addition, the importance of school climate was not exclusive to
performance and achievement, but it connected to the safety of all members. This last finding
certainly exemplified the inter-relationships between Cohen’s (2007) dimensions of school climate.

In Cohen’s (2007) fourth and last dimension, he refers to the actual environment of the school itself. Here he addressed the basic adequacy of the school. Is the school clean; is there good-enough space, materials, and time available for quality learning? It has been shown that people who feel comfortable in their workplace environments consider comfort to be one of the reasons for their productivity (Ande, 2010). From this finding about the nature of productive workplaces, one can see how Schiff (2001) had earlier found that a positive school climate can be used as a measure to demonstrate school success. As well, Whitaker (1997) also discovered “…more positive schools were visually neat, attractive, and student oriented” (p. 93).

Ultimately, healthy school climates are produced by effective principals who act as leaders. Teachers and students are happy and academically motivated and achievement is valued.

**Statement of the Problem**

Principals deal with teachers directly (i.e., face to face) both individually and in groups. Such a close-knit situation requires a unique behavioral skill-set to acquire positive results. Thus, principals must be conscious of their personal behaviors (Norris, 1991). Aljabri and Osman (2008) described a strong relationship between supervisory behaviors and teacher motivation, job satisfaction, and teaching performance. A good example of the power of a strong supervisor emerges in Nieuwenhuijzen, Verbeek, de Boer, Blonk and van Dijk’s (2004) investigation of the factors that help employees with mental health problems return to work.
The study sample consisted of 211 workers, who had sick leave due to mental health problems for less than six weeks. Results show that supervisors’ behaviors were the contributing factors to enabling participants to return to work.

Conversely, relations between principals and subordinates can also be considered one of the obstacles that hamper work (Davis, 1998). In fact, negative behaviors on the part of principals have a stronger impact on teachers than positive behaviors of principals (Bulach, Boothe, & Pickett 1998). Blasé, Blasé, and Du (2009) conducted a study to analyze the effects of perceived principals’ negative behaviors on 172 elementary, intermediate, and secondary school teachers. The results were powerfully indicative of how impactful perceived principal - teacher maltreatment can be. More than 76% of teachers stated they would leave their present teaching positions for another. And, nearly 50% of participants who viewed their principals negatively would change their job to another field. Clearly, the affects of principal abuse on teachers can be staggering and clearly needs to be attended to.

As demonstrated throughout this study, effective principals take the lead in determining positive school climate, which then reflects how teachers feel about their school and has a great effect on positive teacher attitudes, advancing student achievement, school effectiveness, and even lowering drop-out rates in secondary schools (Gunbayi, 2007; Halawah, 2005; Paredes & Frazer, 1992; Smith, 2009).

Lowering drop-outs rates becomes particularly important when dealing with secondary level schools. Losing students to the streets, lessening levels of student knowledge, and skills pose serious threats to both community and nation building. Worrell and Hale focused, in part, on the role of school climate in protecting students from dropping out of high school (as cited in Blue & Cook, 2004). Indeed, secondary schools in many countries are suffering from a drastic
increase in dropout rates. If the goal is to improve student achievement through enhancing learning, then one must always begin with understanding supervisory behaviors and school climate and the perception of both by teachers.

**Purposes of the Study**

The purpose of this study was to investigate the perceptions belonging to secondary school teachers of their principals’ supervisory behaviors and of their schools’ climates in the State of Kuwait. Furthermore, the study examined the relationship between supervisory behaviors and school climate in Kuwaiti secondary schools.

**Significance of the Study**

Since a dearth of studies had been conducted on principals’ supervisory behaviors and school climate in the State of Kuwait, knowing the level of supervisory behaviors and the quality of school climate, as well as the factors that affect each, can be used to assist Kuwaiti educators in enhancing supervisory behaviors and consequently improving school climate.

The results of this study may help educators in Kuwait set certain criteria when selecting new principals. This study may also contribute to developing more effective principal training programs. Additionally, the findings of this study may open new doors for future studies to deal with supervisory behaviors and school climate.

Specifically, and because Kuwaiti secondary schools are separated by gender for both teachers and students, this study may provide educators in Kuwait with clear information needed to help them understand any key differences that might distinguish male and female school systems. Such information will enable educators to engage in more effective decision making when considering gender-related issues.
Research Questions

This research intended to answer the following questions based on questionnaires given to secondary school teachers in the State of Kuwait:

1. From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals?
2. Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?
3. Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers?
4. Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?
5. Is there a statistically significant interaction in the perception of supervisory behaviors of principals among gender, teaching experience, and school districts of secondary teachers?
6. What is the quality of school climate in the view of secondary school teachers?
7. Is there a significant difference in the perception of school climate based on gender of secondary school teachers?
8. Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?
9. Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?
10. Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?
11. Is there a significant relationship between the perception of supervisory behaviors and school climate?

**Hypotheses**

**H_{01}**. There is no significant difference in perceived supervisory behaviors based on gender of secondary school teachers.

**H_{02}**. There is no significant difference in perceived supervisory behaviors based on years of teaching of secondary school teachers.

**H_{03}**. There is no significant difference in perceived supervisory behaviors based on school districts of secondary school teachers.

**H_{04}**. There is not a statistically significant interaction in perceived supervisory behavior of principal among gender, teaching experience, and school districts of secondary school teachers.

**H_{05}**. There is no significant difference in perceived school climate based on gender of secondary school teachers.

**H_{06}**. There is no significant difference in perceived school climate based on years of teaching of secondary school teachers.

**H_{07}**. There is no significant difference in perceived school climate based on school districts of secondary school teachers.

**H_{08}**. There is not a statistically significant interaction in perceived school climate among gender, teaching experience, and school districts of secondary school teachers.

**H_{09}**. There is no relationship between perceived supervisory behaviors and school climate.
Definitions of Terms

The following definitions are provided to facilitate a better understanding of the terms used in this study.

*School climate:* “the enduring characteristics that describe a particular school, distinguish it from other schools, and influence the behavior of teachers and students, and on the other hand as the “feel” that teachers and students have for that school” (Sergiovanni & Starrat, 1988, p. 83).

*Supervisory behaviors inventory:* An inventory of 48 items that assess five dimensions of supervisory behaviors. Clusters included human relations, trust-decision making, instructional behavior, control, and conflict (Bulach, Boothe, & Pickett, 1999). This survey is designed to evaluate supervisory behaviors.

*School climate inventory:* An inventory of 32 items that assess six dimensions of school climate. Clusters included adults engaging students, teacher moral, student performance, student moral, school maintenance, and instructional support (S. Gruenert, personal communication, August 27, 2010). This survey is designed to evaluate school climate.

*Principal:* For the purposes of this study, a principal is defined as the administrative head of a secondary school.

*Secondary school:* For the purposes of this study, a secondary school encompasses grade 10 through 12.

Delimitations of the Study

Delimitations of the study:

1. The time frame established during which data was collected was the 2010-2011 academic school year.

2. The population include public secondary school students in the State of Kuwait.
**Limitation of the Study**

1. Male teachers provided their response to male principals, while female teachers provided their response to female principals.

2. Data collection was restricted to these instruments measuring supervisory behavior and school climate and participants’ ability to respond honestly.

3. The participants in this study were limited to the teachers’ perceptions who responded to the surveys.
CHAPTER 2

Literature Review

This literature review examines research conducted on the variables present in this study. The research findings are divided into two areas. One area covers findings on the supervisory or leadership behaviors of principals; the second covers research on school climate and touches upon the relationship of supervisory behaviors to school climate. To begin, a brief historical overview of the education system in the State of Kuwait is presented.

Brief History of the Education System in the State of Kuwait

The State of Kuwait is located in Asia, on the northern side of Arabian Gulf. Kuwait shares its south and southwest borders with Saudi Arabia; its north and northwest borders with Iraq; and, on the east, it is bordered by the Arabian Gulf. Kuwait occupies approximately 18,000 square kilometers (6,880 square miles). The most current population count is approximately 3,500,000. Nearly 32% consist of nationals; and nearly 69% are non-Kuwaiti (Ministry of Education, 2009).

Kuwaiti education began with Qur’anic schools, which taught reading, writing, and a little mathematics (Kuwait Culture Office, 2010). According to Al-Abdullah (2003), the first school was established in 1911. It was financed by merchants who were particularly interested in education, and it was limited to male students. The first school for girls was established in
1938. In its first year, there were only 140 students and two teachers. Studies included Arabic, home economics, and Islamic Studies.

The great leap forward for all schools began in 1961. As Kuwait became independent, it established a Ministry of Education. Four types of education fall under the Ministry of Education’s jurisdiction: public, private, special needs, and religious education (Ministry of Education, 2007).

According to Article 40 of the Kuwaiti constitution, “Education is a right for Kuwaitis, guaranteed for the State in accordance with law and within the limits of public policy and morals. Education in its preliminary stages shall be compulsory and free in accordance with law” (Kuwait Info, 2010, Para 2). Hence, the Kuwaiti government ensures free education for all Kuwaiti children in public, religious, and special needs’ education. The government is also responsible for all of the financial matters involved in education, such as buildings, wages, books, and maintenance. For the year 2008-2009, expenditures per student in public education were as follows: $8,600 per elementary pupil; $9,000 per intermediate pupil; and $12,000 per secondary pupil (Ministry of Education, 2009).

The K-12 educational system is divided into three levels. The primary level is from grades one through five; the intermediate level is from grades six through nine; and the secondary level is from grades 10 through 12. Education is compulsory for only “primary and intermediate students aged six through 14” (Ministry of Education, 2007, p. 5). Perhaps the compulsory nature of education helped set illiteracy levels at just below 5% in 2008.

The educational system in Kuwait is separated based on gender. Male teachers only teach male students, while female teachers teach female students. An exception exists in
elementary schools where female teachers instruct both female and male students although in separate classrooms.

**Supervisory Behaviors of Principals**

Supervision and leadership are two sides of the same coin, both aim at improving workers’ skills and creating success for an organization. “Leadership is a process used by an individual to influence group members toward the achievement of group goals in which the group members view the influence as legitimate” (Howell & Costley, 2006, p. 4). Northouse (2010) defined leadership as a process, which involves influence, happens in groups, and involves common goals. The sheer amount of literature that exists about leadership underscores the importance of developing leadership skills, whether one is a supervisor or group leader. There is no doubt that style of leadership impacts worker performance and attitude.

Leader behaviors contribute directly to creating both good and weak workers (Gruenert & McDaniel, 2009). In fact, quality of leadership can affect around 45% of an organization’s performance (Day & Lord, 1988). Based on the answers of 250 British Chief Executives regarding which is the most important management skill that ensures business success, leadership skills were considered to be the most influential factor (Smith, 1997). Indeed, another study found that 75% of subordinates reported that they were despondent because of poor leadership (Williams as cited in Howell & Costley, 2006). When Blasé et al. (2009) investigated the impact of principals’ mistreatment on teachers, their results showed that 76% of responding teachers would actually change their job positions, and approximately half of the participants said they would change their jobs to another field.

Leadership topics are studied from several vantage points, including how leadership emerges; whether leadership is innate or acquired; types of leadership; and different leadership
styles adopted by men and women. According to Western (2008), during the rapid development of industrialization in the first decades of the 20th century, a movement describing leadership in terms of rationalistic and technocratic styles of management emerged first and was led by Taylor. This style was referred to as a theory of scientific management. It was based on the following principles:

- Self-activating workplace: workplaces with no direct supervision; the employees of the workplace know exactly what they are supposed to produce efficiently.
- No wage limits: employees should not have a minimum or a maximum wage limits. Individual worker production determines wages (Western, 2008).

Despite the acceptance of Taylor’s style of management, it was criticized on the following points:

- It was considered to be mechanizing for labor since workers are only used to producing without humanistic aspects being taken into consideration.
- The style lacks understanding of human motivation as well as the importance of human relations within the workplace (Western, 2008).

In response to Taylor’s ideas, the Human Relations Movement emerged. This theory focused on relationships between all levels of management within an organization and met workers’ needs (Daresh & Playko, 1991).

Then, the Behavioral Approach came about to combine the goals of Scientific Management Theory and those of the Human Relations Movement. Studies at Ohio State University and the University of Michigan investigated two behaviors: task and relationship behaviors using the Behavioral Approach (Northouse, 2010). The main goal of the Behavioral Approach was to know “how leaders combine these two kinds of behaviors to influence
subordinates in their efforts to reach a goal” (Northouse, 2010, p. 69). According to the Behavioral Approach, the effectiveness of leadership rested in its striving to establish a balance between productivity and relations.

Scholars have also attempted to explain how the leadership phenomenon emerges. The Great Man theory was the first attempt and fell under Traits Theory. This theory stated that leadership is inborn – that leaders have innate traits which emerge to make them take on leadership roles. Another theory is the Skills Approach. It is defined “as the ability to use one’s knowledge and competencies to accomplish a set of goals or objectives” (Northouse, 2010, p. 40). This theory stated there are three personal skills, which include technical, human and conceptual skills.

Researchers also conducted studies to explain the style that leaders apply when they lead an organization. Lewin, Lippit, and White classified leadership styles into three types: Democratic Leadership, Authoritarian Leadership, and Laissez-faire Leadership.

1. Democratic Leadership refers to shared decision making with subordinates. It takes the sensitivities of employees into consideration.
2. Authoritarian Leadership follows an autocratic style, which neglects the participation of staff in decision making. Decisions are made at the highest level in the organization only.

In the past, women were rarely seen in leadership positions. However, in modern times, a significant amount of women are taking leadership positions in various sectors. Consequently, scholars are looking into the effectiveness of female leadership styles and comparing them to
traditional male approaches. Despite the increasing number of female leaders, this number is still small compared to men. Scholars conducted studies to explore the reasons behind the modest number of female leaders. In 2008, the Pew Social Trends Staff asked 2,250 adults living in The United States, “Why aren’t there more women in top elective office?” The answers were: citizens are not supporting women in elections; active women in politics groups “get held back by men;” and women face inequity and discrimination when compared with men. In Turkey, Sanal (2008) investigated factors inhibiting females from high positions. Sanal found that customs and cultural characteristics restrain women; and women themselves are unwilling to assume responsibility.

However, Eagly and Johnson (1990) were able to study female leaders and discovered that women utilize a more democratic style of leadership; exhibit more respect for their followers; and practice more and better listening skills. In contrast, men tend to adopt a more autocratic leadership style. In terms of the difference in efficiency between men and women in leadership, women are found to be more efficient than men in the management of institutions that are consistent with the nature of women, such as education and social institutions. However, men are more efficient in military institutions (Eagle, Karau, & Makhijani, 1995).

French and Raven stated that leadership derives power from five aspects: referent; expert; legitimate; reward; and coercive (as cited in Northouse, 2010). These factors represent two types of power – positional and personal – and contribute to an increase in leader competence that positively affects the attitudes and performances of subordinates. Although all principals have positional power, some may fail because they lack personal power. To distinguish between effective and ineffective principals, Davis (1997) investigated reasons why principals lose their jobs, and found a lack of personal power to be a primary reason. Some specific causes included:
having a lack of respect; securing poor relationships with stakeholders and parents; and failing to establish a sense of trustworthiness.

A principal’s effectiveness can be determined by his/her actions, or behaviors, in a few key areas, all of which relate to his/her personal power. These foundational behaviors determine the leader’s ability to fulfill his educational duties and establish positive relationships with others. Such skills include the ability to build trust; establish positive human relations; communicate effectively; make decisions; develop beneficial instructional behaviors; and understand the positive and negative causes and effects of conflict. Each of these is explained in greater detail below.

**Building trust.** Perhaps the most important duty of a principal is to build trust between the staff and him/herself. Trust is “to have belief or confidence in the honesty, goodness, skill or safety of a person, organization or thing” (Cambridge Dictionaries Online, 2011). Tschannen-Moran (2009) conducted a quantitative study of 2,355 middle school teachers to examine the relationship between a teacher’s skill set and level of professionalism and that teacher’s level of trust in his or her principal and supervisors. The results showed that there is, indeed, a relationship between the different variables within the study; specifically, the existence of trust was shown to have a positive impact on teachers’ performances. Clearly, principals must focus on building trusting relationships with teachers and staff in order to be effective in their positions.

Galford and Drapeau (2002) discussed the benefits of trusted leadership, such as:

1. A trusted leader gives employees the freedom to make decisions and share their ideas.

   In addition, trusted leadership makes helpful information available to the employees, thus saving them time and effort.
2. A trusted leader provides workplace promotions and otherwise encourages employees to do their best.

3. A trusted leader includes employees in conversations regarding where the organization is headed.

4. Trust reduces stress levels by providing enough time for workers to make decisions and finish their duties.

5. Trust contributes to decreasing costs.

6. When the relationship between the leader and the follower is based on trust, followers will gain others’ trust as well.

7. When an employee believes that there is no surveillance, he becomes more innovative.

8. Trust attracts qualified workers.

9. A trusted leader better retains experienced and valuable staff members.

10. Trust provides an environment geared towards perfection and quality. (pp. 8-9)

Lyman (1987), who also studied the different elements of trust in workplace relations, investigated factors that both increase and decrease trust in supervisory situations. The sample of this study consisted of 150 teachers in Kansas. Different factors found were:

1. Orientation: Simply informing teachers about expectations and procedures improved their performance and increased their trust, while not sharing this information reduced trust.

2. Positive Tone: Encouraging comments assisted teachers in doing their best.

3. Concern: Showing concern helped teachers recognize their own importance, which in turn builds trust.
4. Time: Frequently visiting teachers and guiding them before the evaluation process began reduced teachers’ concerns and enhanced their teaching.


6. Listening Skills: Practicing good listening skills strengthened teacher trust and improved teacher professional development.

7. Support for the Teacher: Offering support was considered a key factor in creating trust between a supervisor and teacher. (p. 10)

Albrecht and Travaglione (2003) conducted a study to find the variables that predict levels of trust within organizations. Their study showed that effectual organizational interaction, procedural justice, support, and satisfaction with job security all predict high levels of trust. Moreover, they found that a trusted leader positively impacts employee commitment, loyalty, and retention. Moye (2003) also found that there is a direct correlation between organizational trust and one’s commitment to that organization.

**Establishing positive human relations.** Human relations are defined as “the integration of people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfactions” (Razik & Swanson, 2001, p. 160). Mayo was behind the emergence of the Human Relations movement. Schools are interested in inter-employee relationships, working conditions, and the psychological and social needs of employees (Marion, 2002). Lunenburg and Ornstein (2000) note that there are some basic elements underlying human relations:

1. Employees can be significantly encouraged through the provision of psychological and social assistance and financial rewards.
2. An individual’s personal psychological makeup may affect his or her work.

3. Intangible work conditions, such as employee recognition, belongingness, and job security are more important in determining worker morale than are the tangible, physical work conditions.

4. In general, all people show a human tendency toward developing further life interests beyond just their professional career, and this development of other interests can either help or hinder their professionalism.

5. Group psychology and phenomena such as group-think greatly affect worker clusters, or subcultures, at a workplace.

6. If management is nurturing, employee output is increased, as well as morale.

7. Communication along democratic (rather than authoritarian) lines should be emphasized, as it plays a key role in the relationship between the manager and his or her subordinates. (pp. 9-10)

**Communicating effectively.** Communication – the exchange of data between a sender and a receiver – is the lifeblood of all organizations. Without effective communication, it is impossible to achieve stated goals, make decisions, inspire employees, or evaluate outcomes. Therefore, it is important to understand the components of beneficial communication, particularly since studies indicate that administrators and leaders spend 80% of their work time partaking in interpersonal communications (Lunenburg & Ornstein, 2000).

To achieve high efficiency in the communicative interactions between principal and teachers, principals must not only listen carefully to teachers’ words, gestures, and tones, and avoid giving many instructions simultaneously, but they also need to encourage teachers to express feedback in turn. Being aware of these factors allows a principal to correctly match
employees’ actual emotions with their words and body language (Garubo & Rothstein, 1998). According to Calabrese (1978), words alone do not portray one’s fully intended meaning. Although many people believe that others fully perceive their messages, in reality, only 50-60% of a message reaches the receiver. Hence, a study of principal-staff communication is desirable, in order to avoid unnecessary problems that arise from misunderstandings.

Principals must utilize both downward and upward communication to send and receive information from teachers. When a principal uses downward communication, he/she has to ensure that his/her message is clear, without making the receiver feel ‘stupid’ or embarrassed. On the other hand, gathering all information, whether good or bad is essential for a leader to make decisions based upon genuine data. Consequently, encouraging subordinates to be honest and avoid insulting them in any way creates a flow of upward communication (Calabrese, 1978).

A principal’s communication habits not only help strengthen his or her personal power, but they also have an impact on how teachers behave with their students. Rathel, Drasqow, and Christle (2008) found that supervisory communications have multiple effects. The first is on the teachers’ behavior with their students; the second is on how teachers handle classroom problems.

Teachers in Alhajeri’s (2007) study gave several suggestions for improving communications between them and their principals. For one, principals have to avoid anger and emotional thinking while they interact with others. They must understand teachers’ personalities and their differing circumstances. They must avoid any degree of arrogance; strive to open different channels of communication such as through a suggestion, or comment box; and visit teachers in their departments to speak with them regarding their work and any problems that they may face.
According to Greer and Plunkett (2007), misunderstandings happen when principals do not avoid certain communication barriers, such as:

1. Thwarting the speaker’s ability to complete his sentence;
2. Exhibiting the desire to speak rather than listen;
3. Having anticipations regarding what the speaker will understand;
4. Noting if listeners become uninterested in the speech;
5. Not listening to the message behind the speaker remarks;
6. Allowing environmental distractions, such as noise;
7. Elaborating upon boring topics;
8. Focusing on information to the detriment of nonverbal communications;
9. Ignoring the speaker due to having a difference of opinion;
10. Thinking in opposition to the speaker’s opinions while he or she is speaking; and
11. Filling in gaps or blanks in what the speaker did not say. (p. 155)

**Decision making.** The process of decision making can dramatically change individual lives and an organization’s situation. Many organizations have achieved remarkable successes with their decision-making outcomes while others have not; the difference comes from the process. Consequently, it can be said that the heart of an organization is in its decision-making process (Owens, 1998).

Being a strong decision maker is a skill followers expect from their principals. This task is not easy. In fact, it can be outright alarming considering that it often requires changing the status quo, taking risks, and dealing with bewildering data (Everard, Morris, & Wilson, 2004). Nutt (1999) showed just how alarming decision making can be. He studied 356 decisions in different organizations and found out that 50% of these decisions failed.
Human mistakes are one of the reasons that lead to failed decision making. Shahriari, Aliandrina, and Feng (2005) analyzed human mistakes that led to decision-making failures in two companies: Euro Disney and Shell Brent Spar. The results of the study indicate five contributing factors:

- Ignorance or neglect: Neglecting factors whether internal or external.
- Over confidence: Decision-makers are over confident in themselves or their companies’ abilities.
- Underestimation: Not understanding the factors and circumstances surrounding the decisions, either through exaggeration or understatement of those factors.
- Failure to see: Some factors are unclear or hidden, which prevents decision makers from seeing important elements.
- Moral shortsightedness: There are no ideal standards that correspond with all people. A lack of attention to diverse perspectives drives decision makers to fail. (pp. 7-8)

According to Everard, Morris, and Wilson (2004), decision making passes through numerous logical steps whether it is taken by individuals or groups. These are as follows:

Step 1. Statement of Situation: Decision making is needed to enhance the organization or adjust prior mistakes. This step requires knowing what the current situation is and what is to be desired in the future. Moreover, it needs a clear understanding of the problems’ dimensions by asking different questions. As data is an important indicator in determining the type, cost, and importance of decisions, so decision makers must not overlook various data.

Step 2. Establishment of Criteria: Based on the situation and the problems, crucial and desirable aims are determined.
Step 3. Generation of Alternative Courses of Action: The worst state follows when there is only one idea. Thus, this step helps decision makers gather helpful alternatives.

Writing out the suggestions is one approach that ensures a flow of unrepeated ideas.

Step 4. Evaluation and Testing of Alternative Courses of Action: A comparison of alternatives in terms of cost and possible side effects. Considering any of them is compatible with the aims set in Step 2.

Step 5. Selecting of a Course of Action: Decision makers need to select alternatives based on which of them meet the aims desired and do not have defects.

**Developing beneficial instructional behaviors.** One of the determining factors of principal effectiveness is instructional behavior, or the skill set used to provide assistance needed to promote teacher performance. A principal’s instructional behavior is a critical aspect for classroom success. Doebler and Rooberson (1987) found that 46% of the problems teachers face stem from poor instructional behaviors, such as the absence of detailed explanations, lack of clarity, avoidance of visual encouragement, and excessive explanations.

A principal’s awareness of individual teacher needs will make or break him as a leader. Some teachers prefer having the freedom to perform their work in a manner suitable to them, while others prefer having a supervisor’s guidance. Whatever the situation, though, a supervisor must consider that directive supervision can cause an undesirable amount of dependency (Garubo & Rothstein, 1998).

Little and Bird (1987) indicated two points about observation. They argued that in order to achieve observational goals, supervisors must pre-arrange scheduled visits. Also, the scheduling should allow adequate time to visit the set amount of teachers. In other words, observational time should neither be too short, nor take the entire class period.
The supervisor’s attitudes during scheduled observations can positively or negatively affect how teachers feel about instructional supervision. Tshabalala (2007) investigated how teachers feel about supervision in Zimbabwe. This study found that the Zimbabwean teachers’ attitudes toward supervision were largely negative because 81% of the sampled group felt their supervisors looked for faults; and 76% of them felt that observational time had no benefit and did not promote professional development. This data further supports the idea that supervisors must forego unannounced visits in favor of informing teachers before visiting them.

The study of Kramer, Blake and Rexach (2005) explores teacher attitude toward instructional supervision. The sample included 118 teachers from five high-performance schools and five low-performance schools. The results show there were significant differences in attitude toward instructional supervisors between teachers in high- and low-performance schools. Teachers in high-performance schools had more positive attitudes toward supervision. Furthermore, the findings of the study indicate that instructional supervisors in high-performance schools have the following characteristics:

1. Supervisors encourage teachers to utilize statistical information to increase pupils’ accomplishment.
2. Supervisors are eager to explain the educational goals and academic criteria.
4. Supervisors help teachers and encourage them to discover and implement modern instructional methods.
5. Supervisors guide teachers to increase their knowledge and skills.
6. Supervisors provide teachers with resources to improve their performance.
7. Supervisors create partnerships with teachers.
Aburezeq (2006) also analyzed the supervisory behaviors that negatively affect teachers. This study found that teachers were bothered when supervisors:

1. Focused on assessment more than development;
2. Looked for mistakes;
3. Made unannounced class visits;
4. Did not listen to the teacher’s point-of-view;
5. Disrupted the teacher while he/she was teaching;
6. Evaluated the teacher in front of anyone else - even the principal.

Furthermore, the participants in Aburezeq’s (2006) study shared what they would like to see from educational supervisors. They suggested that each supervisor specialize in one educational level of supervision. For example, there would be supervisors for elementary and secondary levels. They suggested a shift in the criteria used to hire educational supervisors, so that only those who had at least a master’s degree and a decade of teaching experience in a specific subject area could be hired. The teachers also wanted to cap the length of time supervisors could serve in the same position; for example, supervisors must change schools every five years.

Poirier (2009) investigated principal and teacher perceptions about the roles of instructional leaders. Results showed that instructional leaders are expected to: (a) promote the growth of instructors and students; (b) provide resources; (c) address problems as they arise, (d) identify instructor strengths and weaknesses; and (e) assist in determining teacher needs.

Oliva and Pawlas (2001) also support the notion that supervisors play diverse roles. These roles differ according to situations and needs and are divided into the following areas:

1. Coordinator: The modern educational system has various components, including individualized programs and specialized teachers. These components must fit together
into one integrated system, and educational supervisors are the ones to articulate between them.

2. Consultant: Supervisors specialize in curriculum and teaching methods in order to provide educational consulting to instructors. They must cover any aspect of teaching, whether the teaching is done individually or in groups. They also help teachers set their goals and further develop their teaching skills.

3. Group Leader: The supervisor plays a dynamic role as a team leader. In order for the supervisor to be effective in this role, he/she must establish keen relationships with other members of the team. By doing so, the supervisor can guide, or even form, other leaders within the group.

4. Evaluator: Supervisors evaluate teachers’ strengths and weaknesses and the quality of their curricula, but more importantly, they help teachers understand the curriculum and the roots of, and prescriptions for, instructional difficulties. (pp. 24-25)

Conflict. Conflict, whether it is between two people, friends, or a group of people, is perpetual, according to Kowalski, Petersen, and Fusarelli (2007). These authors claim that “conflict may be a natural part of social life” (p. 171). Considering that conflict is unavoidable, successful leaders are those who use it to their betterment, who can turn conflict into success. They understand that not all conflicts are bad, or even impediments to their work. Instead, problems and disagreements can become catalysts to further develop their organization and professional skill set (Feltman, 2002). Negative effects of conflict and risk happen when “personal glory is staked on outcome” (Everard & Morris, 1990, p. 98).
The Oregon Mediation Center (2006) classified types of conflict into five groups:

1. **Relationship Conflicts**: This occurs as a result of negative behavior. Bad relations form between employees as a result of different feelings coming from a misunderstanding or lack of communication.

2. **Data Conflicts**: These happen when there is a lack of data or understood information, as good decisions can only be based on complete and clear information.

3. **Interest Conflicts**: These occur as the result of unhealthy competition between individuals or groups.

4. **Structural Conflicts**: These can stem from external forces and can refer to limited physical resources or authority; geographic constraints; and time limits. Even organizational changes can foster structural conflict.

5. **Value conflicts**: Conflict can occur when an organization imposes its own values on people, forcing them to adhere to convictions they do not naturally support. Individuals carry their own set of values which guide them in their lives. These values must meld with the organizations’ without the use of external coercion.

When conflicts appear, the leader has to take serious steps to control conflict. According to Everard and Morris (1990), there are numerous behaviors that can be acted upon:

1. Leaders have to avoid courtesy and be assertive when conflict emerges among members. At the same time, leaders should follow rational discussion.

2. Leaders have to provide clear ideas and honest feelings.

3. Leaders have to be good listeners and ask questions to help speaker to clarify his/her ideas.

4. Leaders have to assess the problem in all its aspects, including unexpected events.
5. Leaders have to set obvious goals, which help different groups to cooperate in order to achieve these goals and focus on objectives in future. (pp. 106-107)

**Obstacles facing principals.** Goals normally are not achieved without the seeker having to overcome hurdles along the way, so it can be expected that educational leaders face their own set of obstacles. By being aware of the most common difficulties, leaders can decrease them or even get rid of them altogether. This is why many studies have tried to identify and analyze common supervision difficulties. One example of such a study was conducted by Albabtain (2009), which aimed at recognizing the hurdles supervisors face at work. Albabtain ordered these difficulties according to severity – the most severe is having insufficient finances; next is having administrative difficulties such as an evaluation process that requires filling out many forms for each visit and time spent observing teachers.

Snow (2004) mentioned general problems that face principals regarding teachers. These general problems are first, teachers with poor teaching skills; followed by teachers with no management skills; teachers with no sense of responsibility; and teachers taking inappropriate actions.

In Turkey, Kartal (2009) investigated the obstacles principals face in their administrative processes. Kartal found that barriers include a lack of financial resources; conflict between stated aims and common practices; having one’s opinion neglected in decision making; and bureaucratic communications. This last barrier is specifically inherent in the Turkish system as it requires written communications to educational staff, who must then review and sign the papers before returning them to the principal.

Additionally, Howell and Costley (2006) summarized obstacles that impact effective leadership. As result of spatial distance between leader and workers, the latter suffer from
inadequate feedback because the leaders are incapable of offering enough assistance and direction. Reward policies are another obstacle that prevent leaders from rewarding ideal workers.

Lee, Sohn, Park, Kang, and Kim (2008) examined what they call “the first-year principal’s difficulties” (p. 1). Some of these difficulties arise from teachers considering novice principals to be a manifestation of change, which they fear. Consequently, novice principals face difficulties changing undesired processes, as teachers have become accustomed to these procedures and resist changing them, even if they are outdated. Another common difficulty is that novice principals may have difficulty understanding their teachers, parents, staff, and general school climate.

**School Climate**

According to Smith and Piele (1989), Halpin and Croft were the early pioneers in the assessment of school climate. They developed a questionnaire, “Organizational Climate Description Questionnaire” or OCDQ in the early sixties, which investigated the relationship between teachers and principals.

School climate can be defined as the “enduring characteristics which describe a particular school, distinguish it from other schools, and influence the behavior of teachers and students, and on the other hand as the ‘feel’ that teachers and students have for that school” (Sergiovanni & Starrat, 1988, p. 83). Likewise, Cohen (2007) refers to school climate as “the quality and character of school life” (p. 18). Cohen (2007) indicates four key dimensions which have an impact on school climate. These are:

1. **Safety**: Safety refers not only to having a safe physical environment for all staff, educators, and students, but also to having clearly communicated, transparent
policies. In addition, it includes having justice and equality among team members and not unjustly persecuting any of them.

2. Relationships: Relationships refers to having positive relations between students and faculty. Leaders can facilitate their own healthy relationships by sharing decision making with the staff.

3. Teaching and Learning: The Teaching and Learning dimension deals with the quality of teaching and having high expectations for pupil accomplishments. It also includes helping students to obtain vital social, emotional, and ethical decision-making skills.

4. Environment: The school’s environment should reflect cleanliness. It must also offer sufficient space, supplies, and adequate scheduling.

There is no doubt that a school’s atmosphere is an essential factor in the school’s accomplishments (Hoy & Miskel, 2005). Unfortunately, Cohen, Pickeral, and McCloskey (2009) claim that the “knowledge of the effects of school climate on learning has not been translated into current accountability systems” (p. 45).

According to McEvoy and Welker (2000), school climate is a significant factor that influences several aspects of students’ behaviors and performances. Pink (as cited in Hoffman, Hutchinson, & Reiss, 2009) also reveals that school environment impacts the behaviors of students. Moreover, Leonard et al. (2000) conducted a study to investigate the relationship between the quality of school life and student absence rates. Their sample included 254 students from six schools. The results showed that students with satisfied quality of school life had lower rates of absenteeism, which reflects how school climate contributes to student attendance.

Johnson (2009) conducted a qualitative study to investigate the relationship between school climate and school violence. The data was gathered from 25 studies. The results indicate
that schools with less violence are characterized by a positive relationship among teachers and students; impartiality and equality in school rules; students’ sense of belonging to school; a school climate and classrooms that improve student learning; and an enhanced physical environment.

School climate has an impact on student achievement. In their study of 27 schools in Western Kentucky, Bulach, Malone, and Castleman (1995) also found a positive correlation between school climate and student achievement.

Teacher views of school climate have been studied. The presence of teachers in an attractive workplace is one incentive to improving the performance of a school. Studies assert that school environment improves protective teachers. Furthermore, school climate contributes to teacher retention. Teacher turnover is one main problem that hinders the teaching process (Cohen, McCabe, Michelli, & Pickeral, 2009). Hoffman et al. (2009) investigated the influence of a training program on teacher perceptions of school climate. The training program included the teaching of the importance of emotional intelligence and classroom management. The results indicate that a training program is another factor that enhances school climate.

How teachers and students perceive school climate are rather different as both rely on different factors. Mitchell, Bradshaw, and Leaf (2010) conducted a study to investigate the perceptions of students and teachers toward school climate. The participants were 1,881 fifth grade students and their 90 homeroom instructors. The results show that classroom level factors, such as a lack of classroom discipline and the presence of students with unruly behavior are more influential on teachers’ perceptions of school climate; while school level factors, which are student and teacher turnover, student-teacher ratio, and principal and teacher turnover are more influential on student perception of school climate.
The importance of school climate is the motive for conducting studies that can discover ways to improve school climate. Roeschlein (2002) investigated behaviors that impact school climate. Roeschlein found that strong leaders support the school climate by practicing sound communication skills and being a good listener. Furthermore, they utilize an open door policy, which implies that the leader is always available to the staff, and always shows respect and appreciation to teachers. By including teachers in decision making, leaders create a sense of belongingness, which also improves the school climate.

Whitaker (1997) investigated characteristics of schools that foster a positive climate. She found that principals of these schools consider themselves accountable for creating a positive climate, and they make sure to remain visible throughout the day. Also, they show concern for teachers’ events, even over the weekends. These principals send meaningful and motivational memos, hold meetings that address essential issues and include expressions of praise, commendation, and humor. Staff meetings are held by positive school principals for discussions with a purpose and for consensus building. In a school with a positive climate, both the principal and his/her faculty talk openly about how important it is for the principal to be a good role model for all school members. Principals of schools with positive climates know their teachers’ strengths and weaknesses and set plans to improve teachers’ skills while giving them the freedom to use teaching methods which suit their individual personalities. Furthermore, these principals are interested in aesthetics, since they know the importance of ambiance, as distinguished by cleanliness and having a high-quality physical environment. They utilize striking bulletin boards with school mottos or slogans and attractive furniture in order to enhance the ambiance.
The nature of schools, and in fact of all organizations, is that they require high-functioning groups in order to succeed. In successful schools, instructors are not isolated from each other, but work together as team members. Hence, their pattern of interaction is another important aspect of school climate. As Hoy and Forsyth (1986) indicate, there are three key social, or group, behaviors that affect school climate:

1. **Collegial Behavior.** This refers to constructive relationships that are based on admiration, respect, loyalty, and acceptance among teachers. It also relates to having school pride.

2. **Intimate Behavior.** This refers to teachers visiting each other and confiding in each other, and is a sign of good relationships not just in the school, but also outside of it.

3. **Disengaged Behavior.** This negative trait relates to sense of alienation among instructors in the school. It leads to confusion and even tension between teachers when they converse. (p. 149)

**Climate types.** Some researchers describe two types of school climate: open and closed. An open climate indicates collaboration and mutual respect between leaders and subordinates. It is a synonym for democracy. Leaders of open climates are superior listeners who give frequent praise. Also, these leaders give their followers the freedom to express and share suggestions. Likewise, an open climate fosters positive relations between employees and supports organizational commitment (Hoy & Miskel, 2005).

On the other hand, a closed climate “is one that is characterized by low staff morale, limited and inadequate communication, and limited socialization” (Webb & Norton, 1999, p. 108). Also, it is marked by the absence of respect between leadership and staff, leading the staff to suffer from an insufficient amount of intimacy. In a closed climate, emphasis is placed on
petty work. Moreover, the leader’s concentration is geared more toward control than the quality of work completed (Hoy & Miskel, 2005).

**Measuring school climate.** According to Cohen (2007), measuring a school’s climate helps leaders know where they are and, based on their findings, they can determine and modify their plans and behaviors. Measuring becomes effective when the process includes all stakeholders – staff, teachers, students, and parents. Freibreg and Stein (1999) indicate two ways to measure school climate: directly and indirectly. *Directly* means having contact with others in order to know their perceptions about the school climate. Questionnaires, interviews, observations, videotapes, pupils’ drawings, and journal narratives are used by scholars as instruments to obtain direct data. Drawing is appropriate for students who are unable to deal with surveys or interviews.

*Indirectly* refers to using records and documents in the possession of instructors, schools, and districts. These documents represent pupils’ and instructors’ attendance documents, staff turnover, pupils’ accomplishments, and events in the nurse’s office. Furthermore, this measure includes an examination of the physical environment.
CHAPTER 3

Methodology

The purpose of this study was to investigate the perceptions belonging to secondary school teachers of their principals’ supervisory behaviors and of their schools’ climates in the State of Kuwait. Furthermore, the study examined the relationship between supervisory behaviors and school climate in Kuwaiti secondary schools.

Research Questions

This research sought to answer the following questions based on questionnaires given to secondary school teachers in the State of Kuwait:

1. From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals?
2. Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?
3. Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers in?
4. Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?
5. Is there a statistically significant interaction in the perception of supervisory behaviors of principals among gender, teaching experience, and school districts of secondary teachers?

6. What is the quality of school climate in the view of secondary school teachers?

7. Is there a significant difference in the perception of school climate based on gender of secondary school teachers?

8. Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?

9. Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?

10. Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?

11. Is there a significant relationship between the perception of supervisory behaviors and school climate?

Hypotheses

\( H_01 \). There is no significant difference in perceived supervisory behaviors based on gender of secondary school teachers.

\( H_02 \). There is no significant difference in perceived supervisory behaviors based on years of teaching of secondary school teachers.

\( H_03 \). There is no significant difference in perceived supervisory behaviors based on school districts of secondary school teachers.
H₀₄. There is not a statistically significant interaction in perceived supervisory behavior of principal among gender, teaching experience, and school districts of secondary school teachers.

H₀₅. There is no significant difference in perceived school climate based on gender of secondary school teachers.

H₀₆. There is no significant difference in perceived school climate based on years of teaching of secondary school teachers.

H₀₇. There is no significant difference in perceived school climate based on school districts of secondary school teachers.

H₀₈. There is not a statistically significant interaction in perceived school climate among gender, teaching experience, and school districts of secondary school teachers.

H₀₉. There is no relationship between perceived supervisory behaviors and school climate.

Instruments

For the purposes of this study, the researcher used two instruments. The researcher obtained permission to use both instruments. The first instrument is a survey that investigated supervisory behaviors. The survey was developed by Bulach, Boothe and Michael (1999b). The survey has 48 positive and negative items (Appendix A), and examines five domains (Table 1) which are human relations; trust/decision making; instructional behavior; control; and conflict. For each statement the participant responded with an answer based on a 5-point scale ranging from “never” to “always.” Bulach et al. (2006) have verified the reliability of the instrument using Cronbach alpha, which yielded a reliability coefficient of + .95.
Table 1

Reliability for the Domains of Instrument I

<table>
<thead>
<tr>
<th>Domains</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human relations</td>
<td>+.86</td>
</tr>
<tr>
<td>Trust-Decision making</td>
<td>+.84</td>
</tr>
<tr>
<td>Instructional leadership</td>
<td>+.85</td>
</tr>
<tr>
<td>Conflict</td>
<td>+.81</td>
</tr>
<tr>
<td>Control</td>
<td>+.83</td>
</tr>
</tbody>
</table>

A description of the domains of the instrument are as follows:

- Human relations: refers to those behaviors that fulfill teachers’ needs;
- Trust-Decision making: refers to which degree the principal entrusts his or her staff to work autonomously and his/her making-decision skills;
- Instructional leadership: refers to the principal’s ability to guide teachers pedagogically;
- Conflict: refers to those behaviors that are used to avoid conflict.
- Control: refers to those behaviors that control duties. (Boothe, Bulach, & Pickett, 1998, p. 5)

For the second instrument, the researcher used a survey developed by Gruenert (2010) to measure school climate (S. Gruenert, personal communication, August 27, 2010). The survey has 32 items and examines six domains (Table 2), which includes adults engaging students; teacher morale; student performance; student morale; school maintenance; and instructional support. For each statement, the participant responded with an answer based on a 4-point scale.
ranging from “never” to “always”. Reliability of the instrument was calculated by using of the coefficient alpha, it was .874.

Table 2

Reliability for the Domains of Instrument II

<table>
<thead>
<tr>
<th>Domains</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults engaging students</td>
<td>+.887</td>
</tr>
<tr>
<td>Teacher morale</td>
<td>+.865</td>
</tr>
<tr>
<td>Student performance</td>
<td>+.903</td>
</tr>
<tr>
<td>Student morale</td>
<td>+.954</td>
</tr>
<tr>
<td>School maintenance</td>
<td>+.890</td>
</tr>
<tr>
<td>Instructional support</td>
<td>+.754</td>
</tr>
</tbody>
</table>

A description of the domains of the instrument follows:

- **Adults engaging students**: This factor looks at the degree to which the interactions between the adults, mostly teachers, and students provides a comfortable setting for students to learn.

- **Teacher morale**: This factor looks at the degree to which teachers feel like this school is a place they want to be, if it is fun, rewarding and there is trust of the administration.

- **Student performance**: This factor looks at the degree to which students perform to the levels that are expected by teachers.
• Student morale: This factor looks at the degree to which students feel like this school is a place they want to be, if it is fun, exciting, and supportive.

• School maintenance: This factor looks at the degree to which the school building is kept in good shape, fostering a sense of respect for the physical environment.

• Instructional support: This factor looks at the degree to which teachers are provided with the things they need to teach well, such as supplies and equipment. (S. Gruenert, personal communication, August 27, 2010, ¶ 2-7)

Validity. The researcher translated the instruments into Arabic. The two instruments were given to four members of the department of Educational Leadership at Kuwait University, two principals and two teachers to ensure the clarity and meaning of items.

The Population

The population of the study was secondary school teachers in 130 public schools in the state of Kuwait (Ministry of Education, 2009). Kuwait consisted of six school districts. According to the educational system in Kuwait, schools and classrooms and teachers and students are separated by sex. Male teachers work in secondary boys’ schools, and female teachers work in secondary girls’ schools.
Table 3

*Distribution of the Population According to Gender and District*

<table>
<thead>
<tr>
<th>District</th>
<th>Male Schools</th>
<th>Female Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td>13</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>Mubarak Al-Kabeer</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Hawalli</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Al-Asema</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>11</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>68</strong></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>

**The Study Sample**

The researcher distributed the two surveys to 720 teachers randomly. These teachers were from Kuwaiti secondary public schools. From each secondary educational school district, the researcher selected randomly four secondary schools – two male and two female schools. From each school, 30 participants were invited to participate in the study so that the total number of participants from each educational district was 120. Therefore, the total number of all participants in this study was 720 from Kuwait’s six educational school districts.

**Procedures**

In order to perform this study the researcher followed these steps:

1. The researcher obtained the necessary IRB approval to conduct the study from Indiana State University.
2. The researcher obtained approval from the Ministry of Education in State of Kuwait to distribute the study instruments to sample in schools.

3. The researcher randomly picked two male schools and two female schools from each of Kuwait six districts; therefore, the total number of schools consisted of 12 male and 12 female schools.

4. Then, 30 copies of each instrument distributed to each school.

5. The secretary at each school selected 30 teachers at random using an alphabetical list of teacher names.

6. The researcher gathered the completed questionnaires from the school districts.

7. An SPSS software program used to run the data for analysis.

**Statistical Analysis**

The statistical design provides three dependent variables and three independent variables. The dependent variables are (a) teacher perception of educational supervisor behavior; (b) teacher perception of school climate; and (c) the impact of supervisor behavior on school climate. The independent variables are (a) gender, (b) teaching experience, and (c) school district.

To describe the sample, the researcher used frequency and percentage. For research questions one and six listed below, the researcher used means and standard deviations to explain the views of the sample in terms of the level of supervisory behaviors and the level of school climate.

**Question 1.** From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals?
Question 6. What is the quality of school climate in the view of secondary school teachers?

For the following research questions, the most appropriate statistical analysis to be used in comparing between the groups of study is a fixed effect 2 X 3 X 6 Factorial analysis of variance (ANOVA). The researcher used ANOVA to determine if the main effects and any related interactions were statistically significant. Due to the fact that the teaching experience included three levels and school districts included six levels, in the case of statistically significant differences among these levels, the researcher conducted Tukey as a post hoc test in order to test all pair-wise comparisons across teaching experience levels and school district levels.

Question 2. Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?

Question 3. Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers?

Question 4. Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?

Question 5. Is there a statistically significant interaction in the perception of supervisory behavior of principal among gender, teaching experience, and school districts of secondary teachers?

Question 7. Is there a significant difference in the perception of school climate based on gender of secondary school teachers?

Question 8. Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?
**Question 9.** Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?

**Question 10.** Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?

For the last research question:

**Question 11.** “Is there significant relationship between the perception of supervisory behaviors and school climate.” Pearson's correlation was used in this study to determine the relationship between supervisory behavior and school climate. The .05 level of significance will be used to determine whether the null hypotheses are accepted or rejected

**Summary**

In this chapter, the following design components were presented and described: the purpose of the study; research questions; the hypotheses; the procedures; the statistical analyses to be used; the data source, including the instrumentations used; the population; and the sample.
CHAPTER 4

Data Analysis

The purpose of this study was to investigate the perceptions belonging to secondary school teachers of their principals’ supervisory behaviors and of their schools’ climates in the State of Kuwait. Furthermore, the study examined the relationship between supervisory behaviors and school climate in Kuwaiti secondary schools.

Research Questions

This research aimed to answer the following questions based on questionnaires given to secondary school teachers in the State of Kuwait:

1. From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals?
2. Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?
3. Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers?
4. Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?
5. Is there a statistically significant interaction in the perception of supervisory behaviors of principals among gender, teaching experience, and school districts of secondary teachers?

6. What is the quality of school climate in the view of secondary school teachers?

7. Is there a significant difference in the perception of school climate based on gender of secondary school teachers?

8. Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?

9. Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?

10. Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?

11. Is there significant relationship between the perception of supervisory behaviors and school climate?

**Characteristics of the Participants**

The first part of the surveys included a section on demographic variables. The researcher obtained frequencies and percentages in order to describe the demographic variables of participants. The participants of the study consisted of 720 male and female secondary school teachers from six districts school. The participants were selected randomly. There were 587 total respondents which was an 82% rate of return. A total of 12 surveys were incomplete, their results were not included. The final sample included 575 teachers. Of the 575 total participants, 299 (52%) were male and 276 (48%) were female. Distribution of the participants based on their years of experience showed 158 (27.5%) teachers with one to three years experience, 154
(26.8%) teachers with four to six years experience, and 263 (45.7%) teachers with seven or more years experience. Additionally, an educational district in Kuwait consists of six districts, there were 100 (17.4%) from Al-Ahmadi district, 101 (17.6%) from Mubarak Alkabeer district, 91 (15.8%) from Hawalli district, 98 (17%) from Al-Asema district, 87 (15.1%), from Al-Farwaniya district, and 98 (17%) from Al-Jahra district. Table 4 summarizes the demographics of participants.

Table 4

*Characteristics of the Participants*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>299</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>276</td>
<td>48</td>
</tr>
<tr>
<td>Years of experience</td>
<td>1-3</td>
<td>158</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>4-6</td>
<td>154</td>
<td>26.8</td>
</tr>
<tr>
<td></td>
<td>7-more</td>
<td>263</td>
<td>45.7</td>
</tr>
<tr>
<td>District</td>
<td>Al-Ahmadi</td>
<td>100</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>Mubarak Alkabeer</td>
<td>101</td>
<td>17.6</td>
</tr>
<tr>
<td></td>
<td>Hawalli</td>
<td>91</td>
<td>15.8</td>
</tr>
<tr>
<td></td>
<td>Al-Asema</td>
<td>98</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Al-Farwaniya</td>
<td>87</td>
<td>15.1</td>
</tr>
<tr>
<td></td>
<td>Al-Jahra</td>
<td>98</td>
<td>17</td>
</tr>
</tbody>
</table>
Statistics

The original aim of testing the questions with respect to supervisory behavior was to conduct a 2 x 3 x 6 factorial ANOVA. However, the homogeneity of the variance assumption was violated, because the p-value for homogeneity of variances was less than .05 and cell sizes were not equal. The variances were due to the years of experience. This situation necessitated exclusion of the variable of years experience and changing the design to a 2 x 6 factorial ANOVA.

A new factorial ANOVA test was conducted based on the new design of a 2 x 6 to answer questions 2 and 4. The results of the test showed that the homogeneity of variances assumption was also violated. However, the cell sizes were close to equal which protected against violation of the homogeneity assumption. According to Jaccard (1998), the assumption of homogeneity of variances is usually violated in practice. However, this assumption can be reliable if “the sample sizes are fairly close to one another and greater than 20” (Jaccard, 1998, p. 81). Also, the researcher conducted a one-way ANOVA to test differences across years of experience levels. For each independent variable with three levels or more showing a statistically significant difference, Games-Howell as a post hoc was used to test pair-wise comparisons.

For school climate survey, the researcher tested the assumptions and found out that the assumptions were met. However, the researcher conducted a 2 x 3 x 6 factorial ANOVA to answer questions 7, 8, 9, and 10, followed by Tukey’s post-hoc test to test all pair-wise comparisons across years of experience and school district levels.
Results

**Question 1:** From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals? The researcher used means and standard deviations of supervisory behaviors dimensions to answer the question. Table 5 shows that the participants rated the supervisory behaviors of their principals to be highest with domain of instructional leadership ($M = 3.95$), while lowest on domain of control is ($M = 3.31$). The total means of supervisory behavior domains was ($M = 3.59$).

Table 5

*Means and Standard Deviations of Supervisory Behaviors’ Dimensions*

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Relations</td>
<td>3.63</td>
<td>.66</td>
</tr>
<tr>
<td>Trust/Decision Making</td>
<td>3.58</td>
<td>.72</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td>3.95</td>
<td>.69</td>
</tr>
<tr>
<td>Conflict</td>
<td>3.47</td>
<td>.81</td>
</tr>
<tr>
<td>Control</td>
<td>3.31</td>
<td>.74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.59</strong></td>
<td><strong>.59</strong></td>
</tr>
</tbody>
</table>

**Questions 2:** Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?

A factorial ANOVA was conducted to ascertain differences in supervisory behaviors between male and female teachers. The main effect of gender was statistically significant, $F (1, 563) = 5.03, p < .05$. Female participants scored significantly higher than males scored; therefore, the null hypothesis was rejected. This means female principals had greater ability in
supervisory behaviors than male principals from the viewpoint of the participants as reflected in Table 6.

Table 6

*Main Effect of Gender*

<table>
<thead>
<tr>
<th>Source</th>
<th>$SS$</th>
<th>$df$</th>
<th>$MS$</th>
<th>$F$</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>1.68</td>
<td>1</td>
<td>1.68</td>
<td>5.03</td>
<td>.025*</td>
</tr>
<tr>
<td>Error</td>
<td>188.83</td>
<td>563</td>
<td>.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>204.42</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*$p < .05$*

**Question 3:** Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers?

Table 7 shows that the one-way ANOVA of experience was not statistically significant, $F(2, 572) = .39, p > .05$, therefore the null hypothesis is accepted. This means the teachers' perceptions toward supervisory behaviors across years of experience were no different.

Table 7

*One-way ANOVA of Supervisory Behavior by Years of Experience*

<table>
<thead>
<tr>
<th>Source</th>
<th>$SS$</th>
<th>$df$</th>
<th>$MS$</th>
<th>$F$</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>.281</td>
<td>2</td>
<td>.140</td>
<td>.39</td>
<td>.67</td>
</tr>
<tr>
<td>Within groups</td>
<td>204.14</td>
<td>572</td>
<td>.357</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>204.42</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Question 4:** Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?

A factorial ANOVA was conducted to ascertain differences in supervisory behaviors among the six districts groups. Table 8 displays the main effect of districts with a statistically significant difference in the supervisory behaviors among the districts, $F (5, 563) = 2.66, p < .05$, therefore the null hypothesis is rejected. This means the teachers’ perceptions toward supervisory behaviors of their principals across districts were different.

Table 8

*Main Effect of Districts*

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>$F$</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>4.47</td>
<td>5</td>
<td>.89</td>
<td>2.66</td>
<td>.02*</td>
</tr>
<tr>
<td>Error</td>
<td>188.83</td>
<td>563</td>
<td>.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>204.42</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* $p < .05$

To determine the differences between districts the researcher used Games-Howell post-hoc. The Games-Howell post-hoc comparisons of six districts indicated that the teachers’ perceptions’ in Al-Farwaniya district ($M = 3.75$) in supervisory behaviors of their principals were significantly higher than teachers’ perceptions in Al-Asema ($M = 3.52$) and Al-Jahra districts ($M = 3.51$) as presented in Table 9.
Table 9

*Games-Howell Results for the Differences in Supervisory Behaviors Across Districts*

<table>
<thead>
<tr>
<th></th>
<th>Al-Ahmadi</th>
<th>Mubarak Alkabeer</th>
<th>Hawalli</th>
<th>Al-Asema</th>
<th>Al-Farwaniya</th>
<th>Al-Jahra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td></td>
<td>.01</td>
<td>.00</td>
<td>-.07</td>
<td>.16</td>
<td>-.07</td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>-.01</td>
<td></td>
<td>-.01</td>
<td>-.08</td>
<td>.15</td>
<td>-.09</td>
</tr>
<tr>
<td>Hawalli</td>
<td>.00</td>
<td>.01</td>
<td>-.07</td>
<td>.15</td>
<td>-.08</td>
<td></td>
</tr>
<tr>
<td>Al-Asema</td>
<td>.07</td>
<td>.08</td>
<td>.07</td>
<td>.23*</td>
<td>-.01</td>
<td></td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>-.16</td>
<td>-.15</td>
<td>-.15</td>
<td>-.23*</td>
<td>-.24*</td>
<td></td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>-.01</td>
<td>.09</td>
<td>.08</td>
<td>.01</td>
<td>.24*</td>
<td>-.09</td>
</tr>
</tbody>
</table>

*p < .05

**Question 5:** Is there a statistically significant interaction in the perception of supervisory behaviors of principals among gender, teaching experience, and school districts of secondary teachers?

A 2 x 6 factorial analysis of variance ANOVA was conducted with gender and district as the independent variables and supervisory behaviors as the dependent variable. The results for the ANOVA indicate that there was a statistically significant interaction between gender and district in supervisory behavior, $F(5, 563) = 6.32, p < .01$. These are represented in Table 10.
Table 10

*Univariate ANOVA for Supervisory Behaviors*

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender*District</td>
<td>10.59</td>
<td>5</td>
<td>2.12</td>
<td>6.32</td>
<td>.00**</td>
</tr>
<tr>
<td>Error</td>
<td>188.837</td>
<td>563</td>
<td>.335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>204.42</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p < .01

To test the interaction between gender and districts in the mean scores of supervisory behaviors, tests of simple main effects were conducted in order to examine differences between male and female teachers within each district. For Al-Ahmadi, Hawalli, Al-Asema, and Al-Jahra districts, there were no statistically significant differences between male and female teachers in the mean scores in the supervisory behaviors (Table 12). In Mubarak Al-Kabeer and Al-Farwaniya districts there were statistically significant differences between male and female teachers of the mean scores in the supervisory behaviors. In Mubarak Al-Kabeer (\(M = 3.83\)) and AL-Farwaniya district (\(M = 4.04\)) the female teachers perceived the supervisory behaviors’ of their principal were higher than male teachers (Table 11).
Table 11

One-way ANOVA Results for the Differences in Supervisory Behavior Between Districts Across Gender

<table>
<thead>
<tr>
<th>District</th>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td>Between groups</td>
<td>.00</td>
<td>1</td>
<td>.00</td>
<td>.001</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>32.63</td>
<td>98</td>
<td>.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>Between groups</td>
<td>4.73</td>
<td>1</td>
<td>4.73</td>
<td>15.250</td>
<td>.00*</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>30.74</td>
<td>99</td>
<td>.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawalli</td>
<td>Between groups</td>
<td>.30</td>
<td>1</td>
<td>.30</td>
<td>.860</td>
<td>.35</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>30.91</td>
<td>89</td>
<td>.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Asema</td>
<td>Between groups</td>
<td>1.29</td>
<td>1</td>
<td>1.29</td>
<td>3.020</td>
<td>.08</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>41.13</td>
<td>96</td>
<td>.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>Between groups</td>
<td>5.75</td>
<td>1</td>
<td>5.75</td>
<td>18.920</td>
<td>.00*</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>25.83</td>
<td>85</td>
<td>.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>Between groups</td>
<td>.05</td>
<td>1</td>
<td>.05</td>
<td>.190</td>
<td>.65</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>27.57</td>
<td>96</td>
<td>.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

Tests of simple main effects also were conducted in order to examine differences among districts for each gender group. For males, there were no statistically significant differences among the districts in the mean scores in the supervisory behaviors $F(5,293) = 1.24 \ p > .05$ (see Table 12).
For females, there were statistically significant differences among the districts in the mean scores in the supervisory behaviors $F (5, 270) = 8.22, p < .05$ (Table 12). To determine the differences between districts in females the researcher used Games-Howell post-hoc. The female teachers in Al-Farwaniya district ($M = 4.04$) perceived the supervisory behaviors’ of their principal higher than teachers in Al-Asema ($M = 3.40$), Hawalli ($M = 3.53$), Al-Ahmadi ($M = 3.58$) and Al-Jahra ($M = 3.53$) districts. In addition, the perception of female teachers in Mubarak Al-Kabeer was higher than the perception of teachers in Al-Asema (Table 13).
Table 13

Games-Howell Results for the Differences in Supervisory Behaviors Among Female Across Districts

<table>
<thead>
<tr>
<th></th>
<th>Al-Ahmadi</th>
<th>Mubarak Alkabeer</th>
<th>Hawalli</th>
<th>Al-Asema</th>
<th>Al-Farwaniya</th>
<th>Al-Jahra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td>.24</td>
<td>-.05</td>
<td>-.18</td>
<td>.45*</td>
<td>-.05</td>
<td></td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>-.24</td>
<td>-.29</td>
<td>-.43*</td>
<td>.21</td>
<td>-.29</td>
<td></td>
</tr>
<tr>
<td>Hawalli</td>
<td>.05</td>
<td>.29</td>
<td>-.13</td>
<td>.51*</td>
<td>.00</td>
<td></td>
</tr>
<tr>
<td>Al-Asema</td>
<td>.18</td>
<td>.43</td>
<td>.13</td>
<td>.64*</td>
<td>.13</td>
<td></td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>-.45*</td>
<td>-.21</td>
<td>.51*</td>
<td>-.64*</td>
<td>-.51*</td>
<td></td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>.05</td>
<td>.29</td>
<td>.00</td>
<td>-.13</td>
<td>.51*</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

**Question 6:** What is the quality of school climate in the view of secondary school teachers?

The researcher used means and standard deviations of school climate dimensions to answer the question. Table 14 shows that the participants rated the school climate to be highest with relevance to domain of adults engaging students (\(M = 3.13\)), while lowest on the domain of student performance (\(M = 3.39\)).
Table 14

Means and Standard Deviations of School Climate Dimensions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults engaging students</td>
<td>3.13</td>
<td>.49</td>
</tr>
<tr>
<td>Teacher morale</td>
<td>2.79</td>
<td>.60</td>
</tr>
<tr>
<td>Student performance</td>
<td>2.39</td>
<td>.52</td>
</tr>
<tr>
<td>Students morale</td>
<td>2.57</td>
<td>.64</td>
</tr>
<tr>
<td>School maintenance</td>
<td>2.86</td>
<td>.77</td>
</tr>
<tr>
<td>Instructional support</td>
<td>2.82</td>
<td>.74</td>
</tr>
</tbody>
</table>

**Question 7:** Is there a significant difference in the perception of school climate based on gender of secondary school teachers?

Factorial ANOVA was conducted to ascertain differences in school climate between male and female teachers. Table 15 shows that the main effect of gender was statistically significant, $F(1, 539) = 15.02, p < .001$. Male teachers scored significantly higher than female teachers; therefore the null hypothesis is rejected. This means male teachers’ perceptions were more positive toward school climate than female teachers’ perceptions as presented in Table 15.
Table 15

*Main Effect of Gender*

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>3.12</td>
<td>1</td>
<td>3.12</td>
<td>15.02</td>
<td>.00**</td>
</tr>
<tr>
<td>Error</td>
<td>112.14</td>
<td>539</td>
<td>.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>132.38</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p < .01

**Question 8:** Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?

Factorial ANOVA was conducted to ascertain differences in school climate among the years of experience groups. The years of experience main effect indicated that there was no statistically significant difference among three groups, $F(2, 539) = 2.51$, $p > .05$ and the null hypothesis is accepted. This means the experience variable had no effect on participants’ attitudes toward school climate as presented in Table 16.

Table 16

*Main Effect of Years of Experience*

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td>1.04</td>
<td>2</td>
<td>.52</td>
<td>2.51</td>
<td>.08</td>
</tr>
<tr>
<td>Error</td>
<td>112.14</td>
<td>539</td>
<td>.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>132.38</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Question 9:** Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?

Factorial ANOVA was conducted to ascertain differences in school climate among the six districts groups. There was a statistically significant difference in the school climate among the districts, $F(5, 539) = 2.62, p < .05$, therefore, the null hypothesis is rejected (Table 17). This means the participants’ perceptions toward school climate across districts were different.

Table 17

*Main Effect of District*

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>2.72</td>
<td>5</td>
<td>.54</td>
<td>2.62</td>
<td>.02*</td>
</tr>
<tr>
<td>Error</td>
<td>112.14</td>
<td>539</td>
<td>.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>132.38</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

To determine the differences between districts the researcher used Tukey post-hoc. The Tukey post-hoc comparisons of six districts indicated that the teachers in Al-Asema district ($M = 2.88$) gave significantly more positively views toward the school climate than teachers in Al-Ahmadi ($M = 2.68$) and Al-Jahra districts ($M = 2.68$) as reflected in Table 18.
Table 18

**Tukey Post-hoc Results for the Differences in School Climate Among Districts**

<table>
<thead>
<tr>
<th></th>
<th>Al-Ahmadi</th>
<th>Mubarak Alkabeer</th>
<th>Hawalli</th>
<th>Al-Asema</th>
<th>Al-Farwaniya</th>
<th>Al-Jahra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td>.08</td>
<td>.05</td>
<td>.19*</td>
<td>.14</td>
<td>-.004</td>
<td></td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>-.080</td>
<td>-.02</td>
<td>.11</td>
<td>.05</td>
<td>-.09</td>
<td></td>
</tr>
<tr>
<td>Hawalli</td>
<td>-.050</td>
<td>.02</td>
<td>.14</td>
<td>.08</td>
<td>-.06</td>
<td></td>
</tr>
<tr>
<td>Al-Asema</td>
<td>-.19*</td>
<td>-.11</td>
<td>-.14</td>
<td>-.05</td>
<td>-.20*</td>
<td></td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>-.14</td>
<td>-.05</td>
<td>-.08</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>-.004</td>
<td>.09</td>
<td>.06</td>
<td>.20*</td>
<td>.15</td>
<td></td>
</tr>
</tbody>
</table>

*The mean difference is significant at the .05 level.

**Question 10**: Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?

There was no statistically significant interaction among gender, years of experience and district in the mean scores of school climate, $F(10,539) = 1.14$, $p > .05$ (Table 19). That meant all three independent variables (gender, years of experience, and district) did not interact to create differences in school climate. There was no statistically significant interaction between gender and experience in the mean scores school climate $F(2,539) = 2.64$, $p > .05$.

There was statistically significant interaction between gender and district in the mean scores of school climate, $F(10,539) = 3.74$, $p < .05$ (Table 19). To test the interaction between gender and districts in the mean scores of school climate, tests of simple main effects were conducted in order to examine differences between male and female teachers within each district.
Table 19

*Univariate ANOVA for School Climate*

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender x Experience</td>
<td>1.10</td>
<td>2</td>
<td>.55</td>
<td>2.64</td>
<td>.072</td>
</tr>
<tr>
<td>Gender x District</td>
<td>3.89</td>
<td>5</td>
<td>.77</td>
<td>3.74</td>
<td>.002*</td>
</tr>
<tr>
<td>Experience x District</td>
<td>3.277</td>
<td>10</td>
<td>.328</td>
<td>1.575</td>
<td>.11</td>
</tr>
<tr>
<td>Gender x Experience x District</td>
<td>2.38</td>
<td>10</td>
<td>.238</td>
<td>1.145</td>
<td>.326</td>
</tr>
<tr>
<td>Error</td>
<td>112.14</td>
<td>539</td>
<td>.208</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>132.38</td>
<td>574</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *p < .05

Table 20

*One Way ANOVA Results For the Differences in School Climate Between Districts Across Gender*

<table>
<thead>
<tr>
<th>District</th>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td>Between groups</td>
<td>.74</td>
<td>1</td>
<td>.74</td>
<td>3.15</td>
<td>.07</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>23.24</td>
<td>98</td>
<td>.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>Between groups</td>
<td>.76</td>
<td>1</td>
<td>.76</td>
<td>3.73</td>
<td>.06</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>20.00</td>
<td>99</td>
<td>.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawalli</td>
<td>Between groups</td>
<td>.16</td>
<td>1</td>
<td>.16</td>
<td>.66</td>
<td>.41</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>21.76</td>
<td>89</td>
<td>.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Al-Asema</td>
<td>Between groups</td>
<td>5.39</td>
<td>1</td>
<td>5.39</td>
<td>38.79</td>
<td>.00**</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>13.35</td>
<td>96</td>
<td>.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For Al-Ahmadi, Mubarak Al-Kabeer, Hawalli, and AL-Farwaniya districts, there were no statistically significant differences between male and female teachers in the mean scores in the school climate (Table 20). In Al-Asema and Al-Jahra districts there were statistically significant differences between male and female teachers the mean scores in the school climate. In Al-Asema (M = 3.11) and AL-Jahra districts (M = 2.80) the male teachers perceived the school climate were higher than female teachers (Table 20). Tests of simple main effects were also conducted in order to examine differences among districts for each gender group.

Table 21

*One-way ANOVA Results for the Differences Between Gender Across Districts*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Between groups</td>
<td>5.47</td>
<td>5</td>
<td>1.090</td>
<td>4.82</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>66.49</td>
<td>293</td>
<td>.227</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Between groups</td>
<td>3.13</td>
<td>5</td>
<td>.626</td>
<td>3.13</td>
<td>.009*</td>
</tr>
<tr>
<td></td>
<td>Within groups</td>
<td>54.01</td>
<td>270</td>
<td>.200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .01

**p < .01
Tests of simple effects, followed by post hoc comparisons using Tukey, were also conducted to examine differences in the mean scores of school climate among the districts for each gender group. For males, there were statistically significant differences among the districts in the mean scores of teachers in the school climate $F(5, 298) = 4.82, p < .05$. The male teachers in Al-Asema had more positive attitudes toward the school climate than male teachers in Hawalli, Al-Ahmadi, Al-Jahra, and Mubarak Al-Kabeer Districts (Table 22).

Table 22

*Tukey HSD Results for the Differences in School Climate Between Males Across Districts*

<table>
<thead>
<tr>
<th></th>
<th>Al-Ahmadi</th>
<th>Mubarak Alkabeer</th>
<th>Hawalli</th>
<th>Al-Asema</th>
<th>Al-Farwaniya</th>
<th>Al-Jahra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td></td>
<td>-.860</td>
<td>.005</td>
<td>.33*</td>
<td>.09</td>
<td>.026</td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>.086</td>
<td></td>
<td>.090</td>
<td>.42*</td>
<td>.17</td>
<td>.11</td>
</tr>
<tr>
<td>Hawalli</td>
<td>-.005</td>
<td>-.090</td>
<td></td>
<td>.33*</td>
<td>.08</td>
<td>.02</td>
</tr>
<tr>
<td>Al-Asema</td>
<td>-.339*</td>
<td>-.425*</td>
<td>-.330*</td>
<td></td>
<td>-.24</td>
<td>-.31*</td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>-.090</td>
<td>-.177</td>
<td>-.080</td>
<td>.24</td>
<td></td>
<td>-.06</td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>-.026</td>
<td>-.112</td>
<td>-.020</td>
<td>.31*</td>
<td>.06</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05*

For females, there were statistically significant differences among the districts in the mean scores of teachers in the school climate $F(5, 275) = 3.13, p < .05$. The female teachers in Mubarak Al-Kabeer district had more positive attitudes toward the school climate than teachers in Al-Ahmadi and Al-Jahra districts (Table 23).
Table 23

*Tukey HSD Results for the Differences in School Climate Between Females Across Districts*

<table>
<thead>
<tr>
<th></th>
<th>Al-Ahmadi</th>
<th>Mubarak Alkabeer</th>
<th>Hawalli</th>
<th>Al-Asema</th>
<th>Al-Farwaniya</th>
<th>Al-Jahra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Ahmadi</td>
<td>.26*</td>
<td>.09</td>
<td>.04</td>
<td>.18</td>
<td>-.04</td>
<td></td>
</tr>
<tr>
<td>Mubarak Alkabeer</td>
<td>-.26*</td>
<td>-.16</td>
<td>-.21</td>
<td>-.08</td>
<td>-.30*</td>
<td></td>
</tr>
<tr>
<td>Hawalli</td>
<td>-.09</td>
<td>.16</td>
<td>-.05</td>
<td>.08</td>
<td>-.14</td>
<td></td>
</tr>
<tr>
<td>Al-Asema</td>
<td>-.04</td>
<td>.21</td>
<td>.05</td>
<td>.13</td>
<td>-.08</td>
<td></td>
</tr>
<tr>
<td>Al-Farwaniya</td>
<td>-.18</td>
<td>.08</td>
<td>-.08</td>
<td>-.13</td>
<td>-.22</td>
<td></td>
</tr>
<tr>
<td>Al-Jahra</td>
<td>.04</td>
<td>.30*</td>
<td>.14</td>
<td>.08</td>
<td>.22</td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

There was no statistically significant interaction between experience and district in the mean scores school climate $F (2,539) = 1.57, p > .05$ (Table 19). This means no significant interaction between years of experience in districts.

**Question 11:** Is there a significant relationship between the perception of supervisory behaviors and school climate?

To investigate whether there was a statistically significant correlation between supervisory behaviors and school climate a Pearson's Correlation was conducted. As shown in Table 24, there was a statistically significant positive correlation between supervisory behaviors and school climate, $r = .30, p < .00$ (Table 24).
Table 24

*Correlation Between Supervisory Behaviors and School Climate*

<table>
<thead>
<tr>
<th>Supervisory behaviors</th>
<th>School climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>.000*</td>
</tr>
<tr>
<td>N</td>
<td>575</td>
</tr>
</tbody>
</table>

*p < .05

**Summary**

For the first question, participants rated the supervisory behaviors of their principals to be highest with relevance to domain of instructional leadership ($M = 3.95$), while lowest on domain of control ($M = 3.31$). The total means of supervisory behavior domains is ($M = 3.59$).

For the second question, the main effect of gender in supervisory behavior was statistically significant $F (1, 563) = 5.03, p < .05$. Female participants scored significantly higher than males scored; therefore the null hypothesis was rejected.

For the third question, the one way ANOVA of experience was not statistically significant, $F (2, 572) = .39, p > .05$, and the null hypothesis was accepted. This meant the teachers’ perceptions’ toward supervisory behaviors across years of experience were not significantly different.

For the fourth question, there was a statistically significant difference in the supervisory behaviors among the districts, $F (5, 563) = 2.66, p < .05$, and the null hypothesis is rejected. The teachers’ perceptions’ in Al-Farwaniya district ($M = 3.75$) in supervisory behaviors of their
principals were significantly higher than teachers’ perceptions in Al-Asema ($M = 3.52$) and Al-Jahra districts ($M = 3.51$).

For the fifth question, there was a statistically significant interaction between gender and district in supervisory behavior, $F (5, 563) = 6.32$, $p < .01$. For Al-Ahmadi, Hawalli, Al-Asema, and Al-Jahra districts, there were no statistically significant differences between male and female teachers in the mean scores in the supervisory behaviors. In Mubarak Al-Kabeer and Al-Farwaniya districts there were statistically significant differences between male and female teachers in the mean scores of the supervisory behaviors. In Mubarak Al-Kabeer ($M = 3.83$) and AL-Farwaniya district ($M = 4.04$) the female teachers perceived the supervisory behaviors’ of their principal were higher than male teachers. For males, there were no statistically significant differences among the districts in the mean scores in the supervisory behaviors $F (5,293) = 1.24$, $p > .05$.

For females, there were statistically significant differences among the districts in the mean scores in the supervisory behaviors $F (5,270) = 8.22$, $p < .05$. The female teachers in Al-Farwaniya district ($M = 4.04$) perceived the supervisory behaviors’ of their principal were higher than teachers in Al-Asema ($M = 3.40$), Hawalli ($M = 3.53$), Al-Ahmadi ($M = 3.58$) and Al-Jahra ($M = 3.53$) districts. In addition, the perception of female teachers in Mubarak Al-Kabeer was higher than perception of teachers in Al-Asema.

For the sixth question, participants rated the school climate to be highest with relevance to the domain of adults engaging students ($M = 3.13$), while lowest on the domain of student performance is ($M = 3.39$).

For the seventh question, the main effect of gender was statistically significant, $F (1, 539) = 15.02$, $p < .001$. Male teachers scored significantly higher than female teachers scored;
therefore the null hypothesis was rejected. This meant male teachers’ perceptions were more positive toward school climate than female teachers’ perceptions.

For the eighth question, years of experience main effect indicated that there was no statistically significant difference among three groups, $F(2, 539) = 2.51, p > 0.05$.

For ninth question, a statistically significant difference exists in the school climate among the districts, $F(5, 539) = 2.62, p < .05$. The teachers in Al-Asema district ($M = 2.88$) gave significantly more positively views toward the school climate than teachers in Al-Ahmadi ($M = 2.68$) and Al-Jahra districts ($M = 2.68$).

For the tenth question, there was no statistically significant interaction among gender, years of experience and district in the mean scores of school climate, $F(10,539) = 1.14, p > .05$. There was no statistically significant interaction between gender and years of experience in the mean scores school climate $F(2,539) = 2.64, p > .05$.

There was statistically significant interaction between gender and district in the mean scores of school climate, $F(10,539) = 3.74, p > .05$. There was significant difference in score between male and female teachers in districts, $F(5,539) = 3.74, p < .05$. For Al-Ahmadi, Mubarak Al-Kabeer, Hawalli, and AL-Farwaniya districts, there were no statistically significant differences between male and female teachers in the mean scores in the school climate. In Al-Asema and Al-Jahra districts there were statistically significant differences between male and female teachers the mean scores in the school climate. In Al-Asema ($M = 3.11$) and AL-Jahra districts ($M = 2.80$) the male teachers perceived the school climates were higher than female teachers.

For males, there were statistically significant differences among the districts in the mean scores of teachers in the school climate, $F(5,298) = 4.82 p < .05$. The male teachers in Al-
Asema had more positive attitudes toward the school climate than male teachers in Hawalli, Al-Ahmadi, Al-Jahra, and Mubarak Al-Kabeer Districts.

For females, there were statistically significant differences among the districts in the mean scores of teachers in school climate $F(5,275) = 3.13, p < .05$. The female teachers in Mubarak Al-Kabeer district had more positive attitudes toward the school climate than teachers in Al-Ahmadi and Al-Jahra districts. There was no statistically significant interaction between experience and district in the mean scores in school climate, $F(2,539) = 1.57, p > .05$.

A Pearson's correlation was conducted for question 11 to examine if there was a relationship between the supervisory behavior and school climate. The result showed that there was a statistically significant positive correlation between supervisory behaviors and school climate, $r = .30, p < .00$. 
CHAPTER 5

Discussion and Recommendations

The purpose of this study was to investigate the perceptions of secondary school teachers of their principals’ supervisory behaviors and of their schools’ climate in the State of Kuwait. Furthermore, the study examines the relationship between supervisory behaviors and school climate in Kuwaiti secondary schools.

Research Questions

This research sought to answer the following questions based on questionnaires given to secondary school teachers in the State of Kuwait:

1. From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals?

2. Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?

3. Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers?

4. Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?
5. Is there a statistically significant interaction in the perception of supervisory behaviors of principals among gender, teaching experience, and school districts of secondary teachers?

6. What is the quality of school climate from the perspective of secondary school teachers?

7. Is there a significant difference in the perception of school climate based on gender of secondary school teachers?

8. Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?

9. Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?

10. Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?

11. Is there a significant relationship between the perception of supervisory behaviors and school climate?

Discussion of the Results

Research question 1. The first question asked was, “From the viewpoint of secondary school teachers, what is the quality of supervisory behaviors of principals?” The results of this study revealed that participants rated the supervisory behaviors of their principals to be the highest with relevance to the domain of instructional leadership and lowest in the control domain. This finding indicates that principals have a high tendency to control teachers. In general, the sample had a moderately positive attitude toward the supervisory behaviors of their principals. These findings disagree with the research conducted in the United States by Bulach,
Boothe and Michael (1999a) and Bulach, Boothe, and Pickett (2006). These studies revealed that the domain of trust/decision making had the highest mean, while the domain of conflict had the lowest mean. This researcher believes that the differences found are due to differences in cultural expectations. Principals and teachers in America have considerably more authority than their counterparts in Kuwait.

On the other hand, the current result is consistent with the findings of Al-Azemi (1995) whose study was conducted in Kuwait. His results revealed that principals consider the evaluation of teachers to be their first responsibility. The researcher believes that instructional behavior was rated highest because it is the core duty of principals. Also, principals are dedicated to this task as it is viewed as one of the factors that improves the performance of teachers (Enueme & Egwunyenga, 2008). The supervisory behaviors of principals are considered the cornerstone of any successful institution (Weiss, 2000); hence, a high quality of supervisory behaviors has to be one of the skills that educators must take into account when hiring a principal.

**Research question 2.** The second question asked was, “Is there a significant difference in the perception of supervisory behaviors based on gender of secondary school teachers?” The results of this study revealed that there was a statistically significant difference in the mean scores of perceived supervisory behaviors between male and female teachers who teach in a gender separated school system. Although both genders had moderately positive attitudes toward the supervisory behaviors of their principals, female teachers perceived their female principals’ ability in supervisory behaviors to be higher than how male teachers viewed their same-gendered principals. This finding is in line with research that suggests that women adopt a more democratic style of leadership, whereas men follow a more autocratic style (Eagly &
Johnson, 1990). Female leaders are more effective with work that is congruent with their natures such as education and social work (Eagle et al., 1995). This finding agrees with the results of another study, which revealed that both male and female teachers who are under female principals were more satisfied and had good relations with their colleagues than teachers who are under male principals (Chen & Addi, 1992).

**Research question 3.** The third question asked was, “Is there a significant difference in the perception of supervisory behaviors based on years of teaching of secondary school teachers?” The results of this study revealed there were no statistically significant differences in the mean scores of perceived supervisory behaviors based on years of teaching. This finding is consistent with those found by Obilade (1992), and Bulach et al. (1999b). Their studies also revealed no significant differences in perceived supervisory behaviors based on years of teacher experience. This finding indicates that teachers, despite their number of years of teaching, have similar expectations and receive similar treatment. Indeed, Kuwaiti teachers have the same duties and responsibilities regardless of their experience because regulations and laws in the Kuwaiti educational system do not differentiate among teachers based on experience, but on the basis of the position occupied.

**Research question 4.** The fourth question asked was, “Is there a significant difference in the perception of supervisory behaviors based on school districts of secondary school teachers?” The results revealed a statistically significant difference in perceived supervisory behaviors among school districts.

A Games-Howell post-hoc comparison of the six districts used in the present study indicates teacher perceptions of supervisory behaviors of principals in the Al-Farwaniya district were significantly higher than teacher perceptions of supervisory behaviors in the Al-Asema and
Al-Jahra districts. Teachers in the Al-Farwaniya district believe their principals have a higher capacity to supervise than their counterparts in the Al-Asema and Al-Jahra school districts. The research is unclear as to the reasons behind this finding. Further study may reveal more specific details.

**Research question 5.** The fifth question asked was, “Is there a statistically significant interaction in the perception of supervisory behaviors of principals among gender, teaching experience, and school districts of secondary teachers?” Because the homogeneity of the variance assumption was violated and the variances were due to years of experience, the researcher excluded the variable of years experience and changed the design to a 2x6 factorial ANOVA. Following this, the results revealed that there was a statistically significant interaction between gender and district in supervisory behavior. In the Mubarak Al-Kabeer and Al-Farwaniya districts, there are statistically significant differences between male and female teachers in the mean scores of perceived supervisory behaviors. In the Mubarak Al-Kabeer and Al-Farwaniya districts, female teachers perceived the supervisory behaviors of their female principals to be of a higher quality than their male counterparts’ perceptions of their male principals in the same districts. However, for the Al-Ahmadi, Hawalli, Al-Asema, and Al-Jahra districts, there were no statistically significant differences between male and female teachers in the mean scores of perceived supervisory behaviors.

Looking across school districts, there are differences in gender perceptions. For female teachers, there were statistically significant differences among the districts in the mean scores of perceived supervisory behaviors. To determine the differences between female teachers in the various districts, the researcher used Games-Howell post-hoc. Female teachers in the Al-
Farwaniya district perceived the supervisory behaviors of their principals to be of a higher quality than those female teachers in the Al-Asema, Hawalli, Al-Ahmadi, and Al-Jahra districts.

In addition, female teacher perceptions of their principals’ supervisory behaviors in the Mubarak Al-Kabeer district were higher than the perceptions of female teachers in the Al-Asema district. These results indicate that female teachers in Al-Farwaniya district perceived the ability in supervisory behaviors of their principals to be higher than most districts. In addition, female teachers in the Mubarak Al-Kabeer district perceived the ability of their principals in supervisory behaviors to be higher than female teachers in Al-Asema district. In contrast, among male teachers, there were no statistically significant differences across the districts in the mean scores of perceived supervisory behaviors.

**Research question 6.** The sixth question asked was, “What is the quality of school climate from the perspective of secondary school teachers?” This study revealed that participants rated school climate to be highest with relevance to the domain of adults engaging students, while lowest in the domain of student performance. The total means of school climate domains were moderate. This finding indicates that teacher-student relationships are perceived as positive. This finding is similar to the results in Whitaker’s (1992) study.

The lowest average mean of school climate domain was student performance. This finding might be attributed to the following:

1. The school day in Kuwait is considered to be the shortest compared to other countries (Al-Loughani, 2010).
2. There is a lack of quality in the curriculum, which depends on quantity rather than quality.
3. Pedagogy is based upon traditional methods, including rote memorization and lacks student participation and input.

4. There is a lack of technology use in classrooms.

**Research question 7.** The seventh question asked was, “Is there a significant difference in the perception of school climate based on gender of secondary school teachers?” This study revealed that male teachers scored significantly higher means than female teachers. Male teachers’ perceptions of school climate were more positive than female teachers. This finding disagrees with several other studies that revealed no significant differences between the perceptions of school climate of both male and female secondary school teachers (Khalil, 1998; Murshid & Konting, 2008).

One possible reason for this discrepancy could be that most male secondary teachers in Kuwait are not Kuwaiti nationals. Indeed, only 26.7% of male teachers are Kuwaiti. The numbers are nearly reversed for female teachers. The percent of female Kuwaiti teachers is 73.3% (Ministry of Education, 2007). One might expect then that the expectations and aspirations of non-Kuwaiti teachers may differ from those of Kuwaiti teachers. It does appear that the presence of non-national Kuwaitis impacted our research findings. If the sample in the study had a significantly higher percentage of male nationals teaching, then the findings for the genders might have been similar. That is, both male and female teachers would hold similar perceptions of their schools’ climate.

Another possible explanation for this difference could be due to gender differences in job satisfaction. Because men have many career opportunities, they specifically chose the teaching profession, which reflects their desire to work in this field. In contrast, women have few job opportunities in Kuwaiti culture. Because teaching is one of the few careers available to women,
they may feel some discontent in general. Almashaan’s (2003) study of teachers in Kuwait supports this explanation. He also found male teachers were more satisfied with their jobs than female teachers.

**Research question 8.** The eighth question asked was, “Is there a significant difference in the perception of school climate based on years of teaching of secondary school teachers?” This study revealed there was no statistical significance in the mean scores of school climate. The experience variable had no effect on participants’ attitudes toward school climate. This result is in line with the findings of several studies (Gunbayi, 2007; Khalil, 1998; Wheelock, 2005).

**Research question 9.** The ninth question asked was, “Is there a significant difference in the perception of school climate based on school districts of secondary school teachers?” The findings showed there was a statistically significant difference in the perception of school climate among the districts.

The Tukey post-hoc comparisons of the six districts used in this study indicate that the teachers in the Al-Asema urban district had significantly more positive views toward school climate than teachers in both the Al-Ahmadi and Al-Jahra rural school districts. These findings are consistent with prior research by Murshid and Konting (2008) which found teachers at urban schools perceived school climate more positively than teachers at rural schools.

The reasons for the differences in attitude toward school climate could be explained by one or more of the following concepts:

1. **Location:** The Al-Asema school district lies within the Kuwaiti capital city and, therefore, receives special attention in terms of maintenance, supplies, and other support. In contrast, the school districts of Al-Ahmadi and Al-Jahra are far-removed from the city, and they do not get the same attention.
2. Average class size: Class size in the urban school district of Al-Asema is smaller than the average class size in the two other districts of Al-Ahmadi and Al-Jahra (Ministry of Education, 2007).

3. Student Behavior: According to the Ministry of Education in Kuwait (1998), secondary school students in the Al-Ahmadi and Al-Jahra districts have a higher level of aggressive behavior than students in the Al-Asema district. (as cited in Arnett, 2007)

Research question 10. The tenth question asked was, “Is there a statistically significant interaction in the perception of school climate among gender, teaching experience, and school districts of secondary teachers?” The results revealed there was no statistically significant interaction among gender, years of experience, and district in the mean scores of school climate. All three independent variables gender, years of experience, and district do not interact to create differences in school climate.

There was no statistically significant interaction between gender and teaching experience in the mean scores of school climate. But there was a statistically significant interaction between gender and district in the mean scores of school climate in some districts. To test the interaction between gender and districts in the mean scores of school climate, tests of simple main effects were conducted in order to examine differences between male and female teachers within each district.

In the Al-Asema and Al-Jahra districts, there were statistically significant differences in the mean scores of school climate between male and female teachers. In these two districts, male teachers perceived school climate to be of a higher quality than female teachers. However, in the Al-Ahmadi, Mubarak Al-Kabeer, Hawalli, and Al-Farwaniya districts, there were no statistically
significant differences between male and female teachers in the mean scores of perceived school climate.

A test of simple effects, followed by post hoc comparisons using Tukey, were also conducted to examine differences in the mean scores of school climate among the districts for each gender group. For males, there were statistically significant differences among the districts in the mean scores of teachers in perceived school climate. The male teachers in the Al-Asema district have more positive attitudes toward school climate than male teachers in the Hawalli, Al-Ahmadi, Al-Jahra, and Mubarak Al-Kabeer districts.

For females, there were statistically significant differences among the districts in the mean scores of teachers in perceived school climate. Female teachers in the Mubarak Al-Kabeer district had more positive attitudes toward school climate than teachers in the Al-Ahmadi and Al-Jahra districts. There was no statistically significant interaction between experience and district in the mean scores of perceived school climate.

**Research question 11.** The eleventh question asked was, “Is there a significant relationship between the perception of supervisory behaviors and school climate?” This study revealed that there was a statistically significant positive and moderate correlation between supervisory behaviors and school climate. This finding is consistent with results of several studies (Shaw, 2009; Whitaker, 1992; Whitaker, 1997). This correlation was expected based on the participants who showed moderate positive attitude toward supervisory behaviors of their principals and school climate. However, the elements of school climate included people and relationships, and the principal is only one of many factors that impact school climate.
Implications

While some of implications of this study could be valuable for educational systems in general, any discussion of implications has also to be understood within the context of the Kuwaiti educational system. The following implications were drawn from the findings of the current study:

1. Principals must be aware that their behaviors impact the success or failure of their schools. In addition, principals need to balance their supervisory behaviors and emphasis on instructional leadership with attention to teacher needs and viewpoints. Teachers ought to be involved in decision making as well.

2. Teachers need to have a closer relationship with their principals and need to be involved in principal evaluation. The opinions of teachers about their principals’ behaviors are very important. This will enhance the relationship between teachers and principals and improve the behaviors of principals.

3. While all teachers need to be appreciated, senior teachers especially need to be recognized for their longevity and contributions. This may increase their performance and retention.

4. The Ministry of Education must be much more aware of the specific needs of individual educational districts as well as the inequalities between them. For example, equal measures of maintenance and support need to be made available; average class size and teacher-student ratios need to be comparable among districts.

5. The Ministry of Education must allow for dialogue between the Ministry, principals and teachers.
6. Educators should recognize how the quality of school climate can affect all aspects of the educational system. Therefore, educators should prepare workshops on the topic of school climate, which focus on its importance and the factors that foster instruction.

7. Each district should regularly evaluate school climate to determine its quality and effectiveness.

**Recommendations for Future Research**

In light of the findings of secondary school teachers’ perceptions of supervisory behaviors and school climate in the present study, the following recommendations need to be considered for future research within the Kuwaiti educational system:

1. Conduct similar studies for elementary and middle schools with different variables such as nationality of teachers, school size, and school effectiveness.

2. Research the relationship between principal effectiveness and school climate.

3. Conduct a qualitative study of the characteristics of successful principals.

4. Measure the impact of school climate on teacher job performance.

5. Study the relationship between school climate and school violence.

6. Conduct a qualitative study of current instructional behavior and teacher expectations for instructional change.

7. Investigate the factors that contribute to fostering a positive school climate.

8. Research school climate as perceived by parents and students.


10. Conduct a qualitative study to compare characteristics of the principals among the Al-Farwaniya, Al-Asema, and Al-Jahra school districts.
Summary

The educational process depends on multiple factors of which educators must be aware. This study addressed two such factors, which are supervisory behaviors of principals and school climate. Principals have to believe that they play a significant role in their school's success or failure and must realize they can influence the creation of either a positive or negative school climate. Furthermore, school climate is at least as important as the principals’ role. Hence, both influence teachers’ performance and morale. Also, they impact student achievement and attitude toward school.
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Appendix A: Supervisory Behavior Survey

Demographic Information

Please check appropriate response.

Gender:

Male ☐ Female ☐

Teaching experience:

1-3 ☐ 4-6 ☐ 7- or more ☐

District:

Al-Ahmadi ☐ Mubarak Al-Kabeer ☐ Hawailli ☐
Al-Asema ☐ Al-Farwaniya ☐ Al-Jahra ☐

Supervisory Behaviors Survey

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
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<tr>
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<td><strong>HUMAN RELATIONS</strong></td>
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<tr>
<td>1</td>
<td>My principal demonstrates a caring attitude.</td>
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<td>2</td>
<td>My principal provides positive reinforcement.</td>
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<td>3</td>
<td>My principal interacts with staff.</td>
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<td>4</td>
<td>My principal remains distant.</td>
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<td>5</td>
<td>My principal calls me by name.</td>
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<td>Statement</td>
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<td>6</td>
<td>My principal compliments me.</td>
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<td>7</td>
<td>My principal does not listen.</td>
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<td>8</td>
<td>My principal uses eye contact.</td>
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<td>9</td>
<td>My principal models good communication skills.</td>
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<tr>
<td>10</td>
<td>My principal has not supported me when parents were involved.</td>
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<tr>
<td>11</td>
<td>My principal remembers what it is like to be a teacher.</td>
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<tr>
<td>12</td>
<td>My principal tells teachers to make do with what they have.</td>
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<td>13</td>
<td>My principal involves me in decisions.</td>
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<tr>
<td>14</td>
<td>TRUST-DECISION MAKING</td>
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<tr>
<td>15</td>
<td>My principal displays a lack of trust.</td>
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<td>16</td>
<td>My principal uses coercion to motivate me.</td>
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<td>17</td>
<td>My principal corrects me in front of others instead of privately.</td>
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<td>18</td>
<td>My principal gossips about other teachers and/or administrators.</td>
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<td>19</td>
<td>My principal “knit picks” on evaluations.</td>
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<td>20</td>
<td>My principal makes “snap judgments”.</td>
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<td>21</td>
<td>My principal listens to both sides of the story before making a decision.</td>
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<td>22</td>
<td>My principal implements the latest fads without thorough knowledge.</td>
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<td>23</td>
<td>My principal bases evaluations on a short observation.</td>
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<td>24</td>
<td>My principal evaluates situations carefully before taking action.</td>
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</table>
### INSTRUCTIONAL LEADERSHIP

24. My principal makes “knee jerk” decisions to incidents.

25. My principal provides feedback regarding my teaching.

26. My principal demonstrates a lack of vision.

27. My principal is knowledgeable about the curriculum.

28. My principal is knowledgeable about instructional strategies.

29. My principal shrugs off or devalues a problem or concern.

30. My principal frequently interrupts my teaching.

31. My principal applies procedures consistently.

32. My principal holds people accountable.

33. My principal fails to follow up.

34. My principal has rules but does not always enforce them.

### CONFLICT

35. My principal is able to keep a confidence.

36. My principal shows favoritism to some teachers.

37. My principal has double standards.

38. My principal is partial to influential parents.
<table>
<thead>
<tr>
<th></th>
<th>My principal supports me as a person even if I am wrong.</th>
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<tr>
<td>40</td>
<td>My principal is afraid to question his/her superiors.</td>
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<tr>
<td>41</td>
<td>My principal “passes the buck” rather than deal with the situation.</td>
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<tr>
<td><strong>CONTROL</strong></td>
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<tr>
<td>42</td>
<td>My principal delegates responsibility.</td>
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<tr>
<td>43</td>
<td>My principal assigns too much paperwork.</td>
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<td>44</td>
<td>My principal assigns duty during planning periods.</td>
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<td>45</td>
<td>My principal expects work to be done “yesterday” with no notice.</td>
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<td>46</td>
<td>My principal overemphasizes control.</td>
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<tr>
<td>47</td>
<td>My principal uses the words “I” and “my” too frequently.</td>
</tr>
<tr>
<td>48</td>
<td>My principal is rigid and inflexible.</td>
</tr>
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</table>
أخي المعلم / أختي المعلمة

تحية طيبة وبعد،

أضع بين أيديكم الكريمة أدوات الدراسة المستخدمة لإعداد رسالة الدكتوراة بعنوان "السلوك الاشرافي وعلاقته بالمناخ المدرسي" ونظراً لأهمية وجهة نظركم، وباعتباركم رؤساء تحكم على الدراسة، فإني آمل التكرم بالإجابة عن بنود الاستبانة، وذلك بوضع علامة (√ ) أمام الإجابة التي تعتبر عن رأيكم، بدءاً من الإجابة رقم (أ)، علماً بأن إجاباتكم لها دور كبير في الوصول إلى نتائج علمية تفيد العملية التربوية بإذن الله، مع ملاحظة أن جميع الإجابات ستحتفظ بالسرية التامة، وستستخدم للأغراض العلمية فقط.

مع جزيل شكري وعظيم امتناني

الباحث

سالم سعد الهاجري

جامعة إنديانا-الولايات المتحدة الأمريكية

النوع:  ذكر وأثٍ

سنوات الخبرة: 1-3  4-6  7-8  فأكثر
المنطقة التعليمية: العاصمة
العاصمة: حولي
المواقع الفرعية:
الفروانية: الجهراء
المواقع الإشرافية:
المواقع الإشرافية:Smoky Ashraf

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<td>مدير المدرسة يطلب من المدرسين أن يعملوا بما هو متوفر لهم.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>مدير المدرسة يشترك في اتخاذ القرارات.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

الثقة واتخاذ القرار
<table>
<thead>
<tr>
<th>صفحة المدرسة لا يقلق بي.</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>المدير المدرسة يستخدم الضغط النفسي لإثارة دافعيتي للعمل.</td>
<td>15</td>
</tr>
<tr>
<td>المدير المدرسة يصحح أخطائي أمام الآخرين.</td>
<td>16</td>
</tr>
<tr>
<td>المدير المدرسة يغتاش العاملين.</td>
<td>17</td>
</tr>
<tr>
<td>المدير المدرسة يركز على أمور غير مهمة أثناء التقييم</td>
<td>18</td>
</tr>
<tr>
<td>المدير المدرسة يصدر أحكاماً متسرعة دون ترزي.</td>
<td>19</td>
</tr>
<tr>
<td>المدير المدرسة يستمع إلى جميع الطراف قبل اتخاذ القرار.</td>
<td>20</td>
</tr>
<tr>
<td>المدير المدرسة يعمل على توظيف كل ماهو جديد رغم عدم معرفته الكاملة بالمحتوى أو التقنيه.</td>
<td>21</td>
</tr>
<tr>
<td>المدير المدرسة يعتمد على الزيارات القصيرة عند التقييم.</td>
<td>22</td>
</tr>
<tr>
<td>المدير المدرسة يقيم الأوضاع بعناية قبل اتخاذ القرار.</td>
<td>23</td>
</tr>
<tr>
<td>المدير المدرسة يتخذ قراراته كرزة فعل للاحداث.</td>
<td>24</td>
</tr>
</tbody>
</table>

**قيادة التعليمية**

مدير المدرسة يندي ملاحظاته تجاه أدائي.
<table>
<thead>
<tr>
<th>رقم</th>
<th>المحتوى</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>مدير المدرسة لا يمتلك رؤية واضحة.</td>
</tr>
<tr>
<td>27</td>
<td>مدير المدرسة لديه خبرة بالمناهج.</td>
</tr>
<tr>
<td>28</td>
<td>مدير المدرسة لديها خبرة باستراتيجيات التعليم.</td>
</tr>
<tr>
<td>29</td>
<td>مدير المدرسة لا يعترف باهتماماً للمشاكل المدرسية.</td>
</tr>
<tr>
<td>30</td>
<td>مدير المدرسة يكتمل اهتمامه أثناء الشرح.</td>
</tr>
<tr>
<td>31</td>
<td>مدير المدرسة يطبق الإجراءات بشكل مستمر.</td>
</tr>
<tr>
<td>32</td>
<td>مدير المدرسة يلزم كل معلم بواجباته.</td>
</tr>
<tr>
<td>33</td>
<td>مدير المدرسة لا يتابع الأمور بالشكل المطلوب.</td>
</tr>
<tr>
<td>34</td>
<td>مدير المدرسة لا يطبق القوانين.</td>
</tr>
</tbody>
</table>

**الخلافات-النزاعات**

<table>
<thead>
<tr>
<th>رقم</th>
<th>المحتوى</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>مدير المدرسة يحظي بثقة العاملين.</td>
</tr>
<tr>
<td>36</td>
<td>مدير المدرسة يتحيز في معاملته لبعض المعلمين.</td>
</tr>
<tr>
<td>37</td>
<td>مدير المدرسة مزاجي في تعامله مع الأحداث.</td>
</tr>
<tr>
<td>38</td>
<td>مدير المدرسة يتحيز لاصحاب النفوذ من أوتيا الأمر.</td>
</tr>
<tr>
<td>39</td>
<td>مدير المدرسة يقدم لي الدعم حتى وان كنت على خطأ.</td>
</tr>
<tr>
<td>40</td>
<td>مدير المدرسة لا يجب أن يطلب أي شيء من المنطقة التعليمية.</td>
</tr>
<tr>
<td>41</td>
<td>مدير المدرسة يلقي المسؤولية على الآخرين. بدلاً من مواجهة المشكلة.</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>42</td>
<td>مدير المدرسة يفوض صلاحياته للأخرين.</td>
</tr>
<tr>
<td>43</td>
<td>مدير المدرسة يرهقه بالعمليات الكتابية.</td>
</tr>
<tr>
<td>44</td>
<td>مدير المدرسة يطلب تنفيذ الامور خلال فترة التخطيط لها.</td>
</tr>
<tr>
<td>45</td>
<td>مدير المدرسة لا يحدد تاريخ لإنجاز الأعمال ويطلبها دون اشعار مسبق.</td>
</tr>
<tr>
<td>46</td>
<td>مدير المدرسة يبالغ في التركيز على الانضباط.</td>
</tr>
<tr>
<td>47</td>
<td>مدير المدرسة ينسب الإنجازات لنفسه.</td>
</tr>
<tr>
<td>48</td>
<td>مدير المدرسة لا يتصف بالصبرة.</td>
</tr>
</tbody>
</table>
Appendix C: Permission To Use Supervisory Behaviors Survey

Sounds very interesting. Are you also going to need a school climate measure?

Log on to my website and take a look at the surveys and the reports and graphs that the surveys generate. You may use the surveys at no charge.
Let me know if I can be of assistance?

Thank you and have a great day!

Dr. Clete Bulach
7256 Confederate Lane
Villa Rica, GA 30180
770 214 8318
770 605 8724 (cell)
770 214 8318 FAX
www.westga.edu/~cbulach

----- Original Message ----- 
From: salem alhajeri
To: cbulach@comcast.net
Sent: Wednesday, April 21, 2010 8:13 PM
Subject: The Request Format

Hello Dr. Bulach,

My name is Salem Alhajeri and I am Ph.D. candidate at Indiana State University. I am seeking permission to use your survey of the Leadership behaviors of college supervisors and supervising teachers for my dissertation, “supervisory behaviors of principals and its relationship with school climate as perception of middle school teachers in the state of Kuwait.” Please note that I may modify some of the items to mach my target population.
Thank you for your consideration,

Salem Alhajeri
Appendix D: Permission To Use School Climate Survey

Yes you have my permission to use the survey. I have attached the psychometric properties of that instrument.

Good luck with the study and let me know if I can assist you in any way.

Steve Gruenert
Director Correction Education Program
Indiana State University
812-237-8398

"Culture always wins."

From: Salem Alhajeri
Sent: Thursday, August 26, 2010 4:53 PM
To: Steve Gruenert
Subject: School climate survey

Hello Dr. Steve,

My name is Salem Alhajeri and I am Ph.D. candidate at Indiana State University. I am seeking permission to use your survey of “school climate” for my dissertation, “supervisory behaviors of principals and its relationship with school climate as perception of middle school teachers in the state of Kuwait”. Please note that I may modify some of the items to mach my target population.

Thank you for your consideration,

Salem Alhajeri
Appendix E: Permissions From School Districts

وزارة التربية
قطاع البحث التربوي والمناهج
إدارة البحث والتطوير التربوي

التاريخ / ١٤٤٩
الموافق / ٢٠٠ م

الرقم / ٤٣٤

مرفقات /

مدير عام منطقة الأحمدي التعليمية
أ. طلق الهم... المحترم

تحية طيبة وبعد...

الموضوع / تسهيل مهمة

يقوم الطالب / سالم سعد الهادي المسجل على درجة الدكتوراه بجامعة دينانا بالولايات المتحدة الأمريكية بإجراء دراسة تحت عنوان "السلوك الإثريفي لمديري المدرسة وعلاقته بالمناخ المدرسي من وجهة نظر معلم المرحلة الثانوية".

فيرجى تسهيل مهمته بتطبيق أداةدراسة على معلم المرحلالثانوية بواقع أربع مدارس اثنان

للبنين وأخريتان للبنات بحسب النظم واللوائح خلال الفصل الدراسي الحالي 2011-2012.

مع خالص الشكر والتقدير

مدير إدارة البحث والتطوير التربوي

د. حمدي محمود الصراف
 مدير إدارة البحث والتطوير التربوي

P.O.Box: 16222 - QADSIAH - 35853 - KUWAIT. Tel.: 4842404 - 4838321 - Fax: 4837099 - 4842404
وزارة التربية
قطاع البحوث التربويه والمناهج
إدارة البحوث والتطوير التربوي

الموضوع / تسهيل مهمة

يقوم الطالب إسماعيل سعد الحجار المسجل على درجة الدكتوراه بجامعة إنديانا بالولايات المتحدة الأمريكية بإجراء دراسة تحت عنوان "السلوك الإشرافي لمدير المدرسة وعلاقاته بالمناخ المدرسي من وجهة نظر معلمي المرحلة الثانوية".

فرجى تسهيل مهامه بتطبيق أداة الدراسة على معلمي المرحلة الثانوية بواقع أربع مدارس الثانى للبنين وأخريات لهبات بحسب النظم واللوحات خلال الفصل الدراسي المالي 2010-2011.

مع خالص الشكر والتقدير.

مدير إدارة البحوث والتطوير التربوي

ج. حميدي محمد الصراف
مدير إدارة البحوث والتطوير التربوي
مدير عام منطقة حكومة التعليمية
أ. منى الصلاح ... المحترم
تحية طيبة وبعد...

الموضوع / تسهيل مهمة

يقوم الطالب / سالم معد الهارجي المسجل على درجة الدكتوراه بجامعة النعيمية بالولايات المتحدة الأمريكية بإجراء دراسة تحت عنوان "السلوك الإدراكي لمدير المدرسة وعاداته والمناخ المدرسي من وجهة نظر معلمي المرحلة الثانوية".

فإن تسهيل مهمته بتطبيق أداة الدراسة على معلمي المرحلة الثانوية يوافق أربع مدارس التثانى للبنين وأخرتيان للبنات بحسب النظام واللوائح خلال الفصل الدراسي الحاالي 2010 - 2011.

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مدير إدارة البحوث والتطوير التربوي
مدير عام منطقة العاصمة التعليمية ... المحترم

تحية طيبة وبعد

الموضوع / تسهيل مهمة

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فربج تسهيل مهمة بتطبيق أداة الدراسة على معلمي المرحلة الثانوية بواقع أربع مدارس الثانوية للبنين وأخريتان للبنات بحسب النظام والمواعيد خلال الفصل الدراسي الحالي 2010-2011.

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د. حمد محمود الصراصير
مدير إدارة الابحاث والتطوير التربوي
مدير عام منطقة العدوان التعليمية

أ. يسري العمر... المحترم...

تحية طيبة وبعد،

الموضوع / تسهيل مهمة

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مع خالص الشكر والتقدير

مدير إدارة البحث والتطوير التربوي

م.ب: 12223112 - 35853 - QADSIAH - TELE: 4842404, 4838321 - FAX: 4837909 - 4842404
النقيب:

الموضوع/تسهيل مهمة

يقوم الطالب /نام سعد الهاجري المسجل على درجة الدكتوراه بجامعة إنديانا بالولايات المتحدة الأمريكية بإجراء دراسة تحت عنوان "السلوك الإشرافي لتدريس المدرسة وعلاقته بالمناخ المدرسي من وجهة نظر معلم مرحلة الثانوية".

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مع خالص الشكر والتقدير

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مدير إدارة البحث والتطوير التربوي